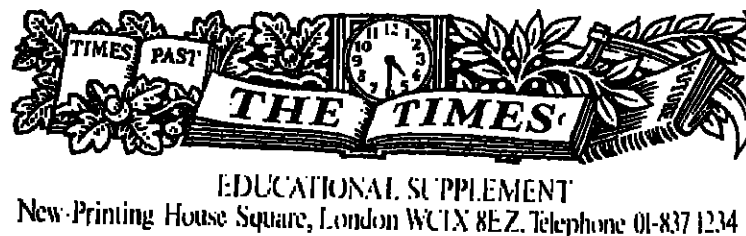


Teachers are reminded that absences of
athletic teachers must be recorded on
teachers' Weekly Absence Return Form
from a school circular in Solihull.



Sixteen to nineteen

Slowly and not very surely, the Government are moving towards a more dynamic policy for the education and training of young workers in the 16 to 19 age range. Philip Vining provides a background article on current developments on pages 14 and 15. The attempt to coordinate the educational and training aspects has run, it seems, into all the predictable hazards which confound inter-departmental cooperation. The Department of Employment have a lot of money and one set of policy priorities, compounded of the needs of industry on the one hand, and the pressures of the trade unions on the other; the Department of Education have two brass farthings, dogged determination to guard their statutory territory and a tradition of indirect rule through local education authorities which inhibits them from any wholehearted joint activity. Moreover, to make sense of education and training for 16 to 19, you have to see it in the context of about 14 to 16, and here, again, the boundaries of imperium are being staunchly defended.

While the two departments have fumbled their way forward the decline in part-time courses in further education colleges has continued, and many of the most useful recent developments, such as linked courses with schools, but now be threatened by the education cuts.

The time for an initiative is as right as it will ever be. The political omens are good. The Government need TUC goodwill in the discussions over next year's pay policy. The TUC have been the most powerful supporters of compulsory day release, which is the traditional solution for young employees. And they have kept nagging the Government over their manifesto commitment on day-release.

But as the article on page 14 shows, the debate has broadened to include other ways of running education and employment hand in hand for older teenagers. At the moment Britain maintains fairly rigid distinctions between general education, vocational education, and vocational training. Other countries (pages 16 and 17) are more flexible. Those with the best economic performances seem to be the ones who have done most towards the education and training of all their young workers.

The TUC accept that compulsory day-release can only be introduced in stages—possibly by industry, by occupation, or by region. They also believe that once curriculum, staff, buildings and finance have been sorted out, day-release will take off of its own accord.

This is optimistic. Major questions of curriculum remain to be solved. The pilot projects now promised throughout the country are being needed—some concentrating on the TSA's gateway ideas, others looking at different ways of using part-time education. Pilot projects are a cheap way of showing willingness at a time when money is tight; whether they can solve the problem of student motivation in a manner which can be modelled for others to follow is another question. The danger is that this work will be undertaken by the enthusiasts, when it is the ordinary run-of-the-mill college that really needs to be involved.

The Government are right to promise a high priority for the 16 to 19, even if they have not yet shown how this is to be related to the rest of the financial scene for education. But to make sense of a new policy it is still going to be necessary to solve the riddle of inter-departmental, intersectoral cooperation, not only at the national, but also at the local level. As Mr Roy Holmes, principal of St Albans College of Further Education, who is an education representative on the Manpower Services Commission, made clear when he addressed the Society of Education Officers last month, no such solution seems to be in the offing.

Exit Miss Lestor, left

When Miss Joan Lestor went to the Department of Education and Science last June, it was widely believed that she was to fill the role of left-wing conscience to a middle-of-the-road minister—and as good consequences go, she went.

With heart, as well as head, committed to her own priorities of nursery schools and the disadvantaged, it was clear from the start that the road would be uphill. The debate on public spending was already engaged, and it must soon have become evident that she could have little influence.

In her first week of office as Under Secretary, Aristides was already predicting on the back page of the *Times* that if the cuts are particularly vicious, she may resign from the Government with other left-wingers. Come September, and Circular 10/75 from the Department of the Environment giving guidance to the L.E.A.s on the then current round of cuts, Miss Lestor was herself talking of resignation and lack of consultation.

In November she went publicly on the record in the House of Commons in answer to questions on the expansion of nursery education. She herself had been one of the people responsible for getting this into the party's programme, she said, and it she thought they were not going to adopt this she would not want to remain a member of the Government.

By last week it was clear that the conflict between the Socialist principles and the Government's economic policies could no longer be contained. Whatever lip-service the White Paper on Public Expenditure paid to a nursery programme it pressed could be maintained without expansion to meet the needs of a falling under-five population, it had to be as clear to her as to any other left-wing commentator that few Labour MPs would put enough money into a non-statutory obligation at the expense of the rates and cost limits. In the event, Miss Lestor was the only left-winger to resign from the Government. Having laid her conscience on the line it was, after all, expected of her.

Examination broadside

The latest comment on the Schools Council Joint Examination Sub-committee proposals for a common examination at 16-plus, come from the Cambridge Examination Syndicate (page 3). It is a devastating attack on the feasibility studies for the new examination.

The Cambridge view is terse: "The studies as a whole had no coherent aims; each consortium set its own objectives in isolation. What could have been a well-controlled piece of research, designed to find out the possible disadvantages of a common system at 16 plus as well as the possible advantages, did little more than produce trial material." And it is pointed out that most of the studies were of a "common examination" not a "common examination system" which is what the

John Gretton reflects on the expenditure White Paper.

Who is kidding whom?

It is the worst ever; it is not as bad as it might be; and the whole thing is meaningless anyway because movements never stick. These platitudes and figures are all in funny money and conceal more than they reveal.

These three statements, which are not mutually exclusive, are all partly true. They summarise reactions to the appearance last week of the most widely discussed public expenditure White Paper since the Labour Government decided to publish them eight years ago. This 1975 exercise in terms of November 1974 conventionally agreed prices (confusingly known as 1975 survey prices).

The Government have added £1.5 billion to planned expenditure for the year ending in April. It was too late to do anything about that. Next year the Chancellor is allowing a rise of £0.5 billion, and compensating for that by taking £3.5 billion off in the following two years. This makes a total reduction of planned expenditure on last year's estimates of £3 billion.

Another way of looking at it is to say that last year the Chancellor planned for public expenditure to rise over five years at an annual rate of 1.4 per cent. Now that rate is to be just over 1 per cent. But that includes everything, such as interest charges.

If you take the budgets of the various government spending departments (in civil service jargon the programme budgets) the picture is a little different. Last year's annual average growth of 1.2 per cent now becomes minus 0.6 per cent. The difference between that and the target average increase of 1 per cent is an enormous estimated increase in the debt charges.

The White Paper makes three assumptions about the growth of the nation's resources in the next five years. These are made in a different sort of money from the rest of the White Paper, called 1970 factor cost prices.

On one assumption, growth will be at 2.4 per cent a year, on the second, 3.4 per cent, and on the third 3.8 per cent. All the other sums in the White Paper add up on the basis of the second assumption. This is higher than last year's medium assumption, of a 3 per cent growth rate. Even so, spending on goods and services (which includes education) and transfer payments (which are government cash subsidies like pensions and social security) paid out of taxes are expected to grow more slowly than last year.

The reason is that the Chancellor has decided—and popular opinion seems to be behind him—that the British have reached the limit of what they will put up with in taxes. In 1960, the average man on average earnings paid about a sixth of his income in tax; today he pays about a quarter. Despite that, on the 3.4 per cent growth assumption, taxes will still have to rise further, or public expenditure be further cut, during the next five years.

What could happen if the 2.4 per cent growth assumption turns out to be a more accurate prediction than the 3.4 per cent one. In a strikingly pessimistic paragraph, the authors of the White Paper make it plain that even 2.4 per cent may be optimistic. So, overall, this White Paper is the worst we have had. But it is also true that it could have been considerably worse, and might still have to be.

The reductions in spending programmes were planned in the same irrational way as always. The Treasury asked for across-the-board reductions from every department to give it the total it wanted, and everybody fought like hell to make exceptions. Defence won an early victory, and Trade, Industry and Employment got favoured treatment because the money had to be found for Chrysler, the National Enterprise Board, the British National Oil Corporation, and so on.

For the rest, the only priorities were in terms of the Labour Party manifesto. Of the items on that, only food subsidies and education suffered seriously. Politically, it is clear, education did not count for much in the Treasury briefing, but the Chancellor's announcement, there was no mention of education. Given those disadvantages, education did relatively rather well. Last year's average annual growth

rate was to be 2.7 per cent, considerably above that of public expenditure as a whole. This year (though the White Paper irritatingly does not give the figure) it works out at minus 0.7 per cent, compared with the reduction of minus 0.6 per cent a year in total programme spending over this period.

The 0.7 per cent decline in spending also compares with a decline in pupil and student numbers, which works out at an average rate of 0.5 per cent. The voluntary under-fives sector is being held steady from next year at 459,000. The numbers of primary school pupils will decline by an average of 2.9 per cent a year, while the demand for non-advanced further education is expected to rise at the same rate.

There is no evidence that standards of provision will decline. On a back-of-an-envelope calculation (the information is missing from the White Paper), unit costs of under-fives will rise from £314 to £338 (7.5 per cent); of primary school pupils from £232 to £242 (4.3 per cent); of secondary school pupils up to 16 from £291 to £311 (6.9 per cent), and so on.

But this assumes that local authorities actually spend the money allocated to them for education. The DES are pessimistic about this, and their pessimism is reinforced by the reactions of some local authority treasurers who see the proposed reductions in education spending as providing them with a means to keep their rates down next year. The increasing use of cash limits, directed both at government departments and local authorities, will add to this uncertainty.

As far as education is concerned, the crucial assumptions concern the birth rate. If the birth rate goes on declining, and the DES are inclined towards this, the bulge will have passed through secondary school by 1980. In this case, what happens to all the spare teachers if public expenditure constraints prevent improvements in the pupil teacher ratio? The DES will not guess at the numbers yet, but they are worried.

Another way of putting it is that the DES have statutory obligations towards the five to 16-year-olds. Leaving aside variations in standards, costs depend on need, defined in numbers. But the department think it is the same with the voluntary sector. Arbitrary assumptions are made about numbers in nursery schools, higher education and further education. It may be that, because qualifications and jobs have got out of phase, or for other reasons, proportionately fewer students will want to go into higher education and more into non-

advanced further education. There is no evidence that this is political, disguised as a response to a demand which has no price.

There is nothing wrong with admitting it? And why stop at that? Why not, as Mr Wynne Davies, head of the Department of Economics at Cambridge, suggested four years ago, the information sector, in a way that everybody could want to compare the costs of alternative policies? The DES sets out the information is singularly unhelpful.

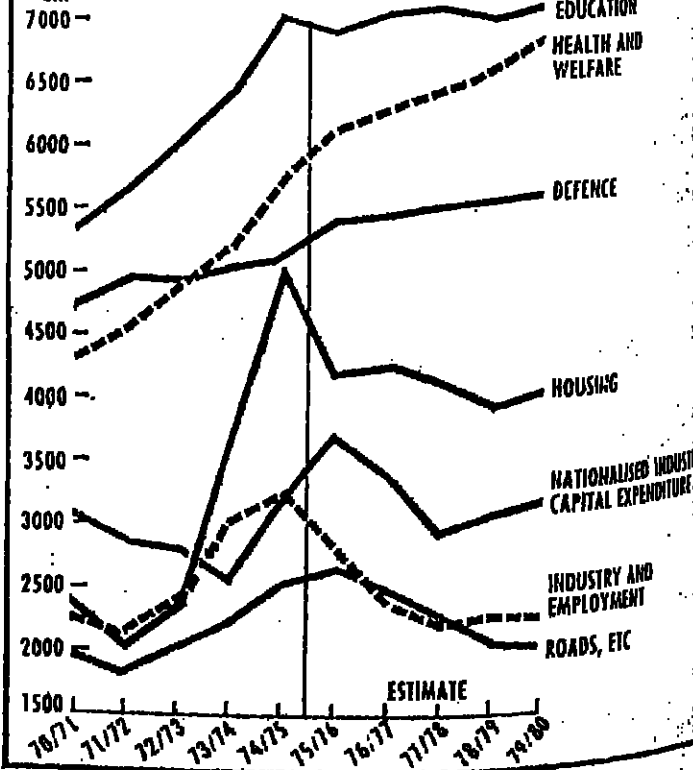
But will it all come to pass, a five-year rolling programme, always the third year that is the first is too late, and the second is largely committed, a year year calls on money and there is always a new year to bear the brunt. Will be any different this time? The answer is that they may be, the Chancellor's starting line is lower, and that they had to be, otherwise we are all in trouble.

The prices in the White Paper are purely conventional, but bear only a notional relation to the actual £.s.d. that will be come in from taxes and charges and go out through bank accounts. Each department separately each year an average price for services they provide. The assumption that, discounting that cost will remain steady in next five years. Every year average price is updated, but is, for example, no way of how much of the annual bill is due to price changes and much to policy changes.

An illustration of what is meant in the White Paper is money is the estimated charges, the enormous £7.5 billion in 1974/75. When the money was not so tight, it was assumed that the North Sea oil would be paid for by this time. Significantly, White Paper makes no mention of Mr Terry Ward, also in the Cambridge department of economics, has calculated the figure must have been about £10 billion. An administrative system is not to 5 per cent (the lower the inflation, the heavier in real terms are interest charges). Yet, authors of the White Paper are sure that inflation will be down enough even to maintain 2.4 per cent growth rate. So, is kidding whom?

PUBLIC EXPENDITURE

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Exam committee accused of letting 16-plus sums wrong

by Cameron

Cambridge Syndicate, the big of the GCE boards, have a Schools Council members serious financial mismanagement in their plans for examination reform.

They have offered to pay for a team of accountants to audit the cost of introducing a new examination structure for 16-plus, but the information sector, in a way that everybody could want to compare the costs of alternative policies? The DES sets out the information is singularly unhelpful.

But will it all come to pass, a five-year rolling programme, always the third year that is the first is too late, and the second is largely committed, a year year calls on money and there is always a new year to bear the brunt. Will be any different this time? The answer is that they may be, the Chancellor's starting line is lower, and that they had to be, otherwise we are all in trouble.

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Older and wiser?

Universities have been filling empty places by taking more students, according to the figures from the University Grants Committee.

Compared with 1970-71, the number of undergraduates aged 25 to 30 rose by nearly a third, over 30 also increased by not so fast. Even so, only 10 per cent of undergraduates were over 25. The figures also show: the number of home students at universities in 1973-74 went up by 12 per cent, compared with 11 per cent by Queens' University, Belfast, and Sussex University.

The number of teaching and research staff rose by 2.3 per cent between 1972-73 and 1973-74, the lowest rise since before 1962-63. Statistics of Education 1973, Vol. 6, Universities, HMSO £6.50.

The Duke of Edinburgh's Award Scheme as an activity for clubbable young people does not seem so that it does, the Duke of Edinburgh said this week.

money, staff and buildings should be assured before decisions are taken.

The syndicate are equally critical of the educational side of the Schools Council sub-committee report on a common examination system. And they say the feasibility studies carried out by the council have produced no real evidence in favour of changing the present examination system.

"The sub-committee report does not claim to have found any evidence that candidates would receive as fair a result as they do under the present GCE and CSE arrangements. Nor does it refuse to admit that they might be one that was considerably less so."

"In fact, this section of the report, which is the most important in that it purports to provide a practical evaluation of the possibility of introducing a 16-plus examination, is so full of holes that it is a great deal of miscellaneous information and many plus hopes."

Nearly all the feasibility studies were of a common examination paper instead of a common system, which would allow able children to take extra papers or different papers. And, they emphasise, the feasibility studies were least successful with the cleverest and the weakest candidates.

"Public examinations today, after all, exist primarily to provide the candidate with a piece of paper which records what he has achieved. If they do not do this as accurately as possible within realistic cost limits they are a waste of time."

The sub-committee report falls to deal with the danger of a drop in standards "inherent in a common 16-plus examination". If a two-administrative system for a common system were brought in the university guarantee of GCE standards would disappear.

"The syndicate's experience shows that even for GCE candidates the best of chief examiners cannot pitch a standard with any degree of certainty without the help of a good man of statistical and background information and an efficient back-up service. If the maintenance of standards in a new exam for a much wider ability range is left to the accumulated expertise of examiners, moderators, awarders and teachers, the standards will either be very

variable or, more probably, will drop."

The type of examination proposed by the Schools Council sub-committee, the syndicate claim, would be more like the existing CSE examinations than the GCE. It is "extraordinary", they say, that the committee have not backed up their proposals with a demonstration that the CSE is a good examination.

The syndicate are particularly worried about the comparability of standards between Mode 1 CSE examinations and Mode 3 CSE papers. Present plans to include Mode 3 options in a common examination system, the syndicate claim, would be to design their own courses and set and mark their own papers. But the syndicate are "awaiting with interest" the results of independent studies into the comparability of Mode 1 and Mode 3 standards.

In these papers they add that they would like to know "what the position of Mode 3 will be in a common 16 plus system if it is shown to be grossly unreliable". In their conclusions they call for:

- Retention of the present CSE and GCE boards
- Continuation of the present CSE and GCE examinations, but with a common syllabus
- A common grading scheme for existing CSE and GCE examinations.

This week the syndicate's views were given some support by the Joint Matriculation Board, another of the big GCE boards, who in their report on the Schools Council sub-committee proposals also call for a common examination paper.

The JMB warn that a new administrative structure for examinations is "likely to be expensive". It is "essential", they say, that the Schools Council should have the necessary machinery for monitoring and enforcing standards.

Although the existing system of examination should allow for some Mode 3 papers, "Mode 1 will continue to provide a general reference point and to be the most economical method of providing large scale examinations."

The JMB are now supporting the other GCE boards' proposals for an administrative structure based on existing GCE and CSE boards.

Poly staff get their £6

Polytechnic and college teachers will get the £6 a week pay rises allowed under the Government's incomes policy. Burnham further education committee agreed this week that £312 a year increases will be paid to staff earning less than £8,500 a year.

The National Association of Teachers in Further and Higher Education which negotiated the rise also reserved its rights to go back to the committee, when the incomes policy allowed, to claim similar increases for lecturers above the £8,500 mark.

The rise will be paid as well as normal annual salary increments, which vary between £120 and £200.

The committee also agreed that teachers in education colleges who found jobs in schools before receiving redundancy notices when their college was closed would continue to be paid their lecturer's salary.

The number of last year's school leavers still without jobs fell by another 10,000 last month to 30,000, according to the latest unemployment figures. At the same time just over 18,000 vacancies for young people were notified to careers offices, a slight drop compared with January. The jobless figures do not separate school-leavers from other young people. Figures to be published in a few weeks should show whether school-leavers are continuing to rob older teenagers of jobs.

More teachers stay put in London boroughs

Teacher turnover in the London boroughs has fallen substantially in the past year, according to a survey by the Assistant Masters' Association.

The survey shows that between 1973-74 and 1974-75 turnover in many boroughs fell substantially. In inner London the percentage of teachers resigning in Barking and Newham dropped from 27 per cent to 17 per cent and from 29 per cent to 20 per cent respectively. In outer London the biggest drop was in Harrow, where the resignations fell from 27 per cent to 17 per cent. The results of the survey appear in this month's edition of the AMA

journal. The association say the main reason for the improvement is higher salaries.

Before the Houghton pay award, and the rise in London allowances, many teachers had difficulty in finding housing. As a result many decided to look for posts in other parts of the country.

The AMA warn that if the teachers' London allowance is not increased in the near future the turnover figures could start to rise again.

The present claim for a rise in the London allowance has been turned down by the employers and is to go to arbitration.

CEOs could end up in jail

The Council of Local Education Authorities are expected to warn education officers this week that they, with school governors and others, are liable to prosecution if the Health and Safety at Work Act is breached in educational establishments. CLEA also warn that bringing premises into line with the Act could be expensive.

The council are expected to send a letter to all education authorities, pointing out the section of the Act under which members or managers of governing bodies can be prosecuted if the Act is breached with their consent or can be attributed to their neglect. This could mean that education officers, their staff, elected members and school governors face fines or prison.

The factory inspectors have already issued some improvement and prohibition notices under the Act in educational establishments. CLEA want to know about these from their members. They are also worried that improving substandard premises and equipment could be costly. No allowance has been made for this in the settlement of the 1976-77 rate support grant.

The council are worried that legal and financial liabilities could increase as a result of any detailed regulations the Health and Safety Executive make relating to schools. A working party of council members and teachers has asked the Health and Safety Commission to set up an advisory committee to cover educational establishments.

Gabriel Chanan examines the hidden curriculum of the world of educational research.

Michael Church on Gilbert and Sullivan; Peter Scott on Jules Verne; Carl Glevin on the British constitution; Audrey Lasli on children's books; textbooks for home economics and art.

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ILEA will fight on to keep banding

by Auriol Stephens

The ILEA are to continue to press for an amendment to the Education Bill in spite of assurances from the DES that they would be able to continue with banding while the grammar schools are in the process of going comprehensive.

The ILEA schools sub-committee decided last week to ask the Government for an amendment to allow banding to achieve a balanced intake. This was after Sir Ashley Bramall had pointed out to Mr Mulley that the ILEA had already entered into agreements with some grammar schools which included guarantees of controlled intake for three years.

He also pointed out that negotiations still going on with other grammar schools might be jeopardised if the schools thought the authority would not be able to keep its pledge on controlled intake.

The Government's assurances to the ILEA will be made public in a statement by Mr Gerry Fowler, Minister of State, when he speaks against the banding amendment when it comes up in the committee which is considering the Bill—probably next week.

The statement is expected to draw attention to the fact that clause one of the Bill, which lays down the comprehensive principle, is a declaratory statement with, as such, no legal force. Provided an authority is going comprehensive as fast as reasonably possible, the Minister would not seek to order it to stop procedures such as banding which are designed to further

that end. Agreements entered into on Section 13 notices would, therefore, continue to be legal.

The government had hoped that these assurances would have satisfied the ILEA. Ministers are faced with a political difficulty in accepting the present banding amendment because it is sponsored by Dr Rhodes Boyson. Furthermore, categorical statements have been made by, for example, Miss Joan Lester, Under Secretary of State at the DES, until her resignation on Saturday, that they were not prepared to consider any form of amendment. (Miss Lester was known to be personally strongly opposed to banding.) The Government have thus got themselves into a position in which compromise is difficult without appearing to be a defeat.

The ILEA, however, still hope to persuade the Government to bring forward their own amendment to provide limited protection for banding designed to balance intake. This could, perhaps, most easily be done, it has been suggested, by getting Mr Michael O'Halloran, MP for Islington North, part of the ILEA area, who is a member of the committee, to put forward such an amendment.

Officers of the ILEA feel that given limited protection by the law during the transitional period, rather than assurances from ministers which have no validity if tested in court, the authority's anxiety about the Bill would be allayed.

DES name six others

The Department of Education and Science said this week at least six more education authorities operate banding systems to achieve a desired mix of children in their comprehensive schools. Their schemes also clash with the Education Bill now before Parliament.

In four cases—Blackpool, Exeter, Hull and Norwich—banding was established by former county boroughs and has been continued by new county authorities. The six named by the DES are Bromley, Lincolnshire, Blackpool (now part of Lancashire), Exeter (Devon), Hull (Humberside) and Norwich (Norfolk).

The Department also named Redbridge, but a spokesman for the borough said their banding system was for selective schools, and not comprehensive ones.

One of the six chief education officers, who did not want to be named, said the Bill had been "viciously drafted". "If we are compelled to abandon banding, which is a genuine attempt to achieve a balanced spectrum of ability in all our comprehensive schools, then we will be

forced to choose children by lot, or some other criterion such as neighbourhood schools. There is no villainy in assessing children's ability—the villainy comes in shepherding them into grammar and secondary modern schools."

Mr J. Stevens, divisional education officer for Hull, who have been comprehensive since 1964, said the former Hull authority decided they could not run a comprehensive system without banding at 12, before children transferred from junior to senior high school. The new L.E.A. were reviewing the position.

Mr Joseph Owen, chief education officer for Devon, said the old L.E.A. Exeter had established a firm policy of banding 11-year-olds to achieve a desired social mix in the city.

Mr David Compton, chief education officer for Norfolk, said the banding system used by Norwich, who went comprehensive five years ago, had been extremely successful. The new county authority had continued the scheme and claimed that 97 per cent of parents got their child into their first choice of school.

Bring on a minister

In an angry protest against the absence of all education ministers from Tuesday's meeting of the Standing Committee on the Education Bill, Mr Norman St John-Stevens, backed by the other Conservative members, moved the adjournment of the committee.

Miss Joan Lester, who resigned her job as junior education minister last week, was present but with no official status. "I am outraged and, as far as I know, unprecedented for no minister of the department concerned to be present throughout an entire committee session," said Mr St John-Stevens. "This is an insult to Parliament and to millions of parents throughout the country. It makes nonsense of the constitutional process."

"I understand the difficulty the Government is in over the resignation of Miss Joan Lester, but the Minister of State (Mr Gerry Fowler) has had time to cancel his engagement at a further education college and be here this morning. All ministers should put Parliament first."

After the adjournment motion had been defeated (which Mr Clement Freud, Liberal education spokesman, abstained), a formal protest was made by the Conservative Chief Whip, Mr Mollish, the Government Chief Whip.

"It was a colossal embarrassment for the Chief Whip", Mr Keith Hampton, Tory MP for Ripon, said later. "But with no minister responsible for schools there we were just talking to thin air."

When the committee finally got down to business Mr Freud said that in view of the massive public expenditure cuts proposed in education the Liberal Party could not support the forced amalgamation of unwilling schools into the comprehensive system.

Their support would be withheld until such time as the Government's promises on nursery education and further education were fulfilled.

● The Government's plans for comprehensive education would produce an estate agents' charter", Dr Rhodes Boyson told the Committee last week.

He said the gap between good schools and bad schools would widen, particularly in London, under the Bill.

Parents would move if banding was prohibited under the comprehensive system.

"This will produce an estate agents' charter. House prices will increase in certain areas and parents will also be put on council house managers to release people in the catchment area of good schools."

Questions in Parliament

Comprehensives.—Mr Marjory (Sheffield, Middlesbrough) asked Mr Mulley how many education authorities had submitted plans for comprehensive education schemes which visualised selective schools co-existing with non-selective schools.

Mr Mulley said: "By September 1976, 24 L.E.A.s will be reorganised on comprehensive lines; a further 16 will be reorganised apart from some schools. In all other authorities except Kingston who have comprehensive schools, comprehensive schools will continue to exist in case of 30 L.E.A.s beyond the present plans are accepted."

"The Government are committed to the abolition of the Bill at present before becomes law, it will be to re-examine carefully authority's intentions to only that they conform to current policy but presuppose a reasonable time scale and a deployment of resources."

"In considering Section 1 which does not provide complete reorganisation, I take into account the fact that the local authority to abolish the Bill if approved, with an organisation at the end of the day."

Teachers' General Council.—Mr Lester, in a reply to a question as to the Department of Education, said the provision in 1970 by a working teaching council for Wales were not accepted by teachers' associations. I would consider any proposals they might put jointly.

Nursery education.—Mr Lester asked if Mr Mulley was satisfied with the Department's progress on extending nursery education. Mr Mulley, replying, said that the first priority was to secure the education of compulsory nursery education was provided for a growing number of under-fives. By 1980, he said, he would be able to provide for more than 100,000 children of the target set in the Education: A Framework for the Future.

Russell report.—Mr Gordon (Hampshire) asked the Minister for Higher Education, Mr David Laws, about the implementation of the Russell report recommendations on education must await improved economic circumstances. The Government had, however, already agreed proposals, by providing of £1m for the adult literacy campaign; by introducing a new scheme for students at dental colleges of adult education; and by making available financial assistance to the Education Association.

Rents move

The Homes Bill, which introduced its second reading in the Commons last week, would have allowed students from private schools to pay 1974 Rent Act. The Bill was sponsored by Mr David Laws, Minister of State for Education.

Mr Ernest Armstrong, Secretary, Department of the Environment and formerly of the DES, said that neither the Government nor the NUS felt the need for such a move. There was a consensus that the 1974 Act was significantly more to students' problems, and students were unlikely to get any sort of special treatment.

If anyone had evidence to show that the position had changed since last year, the Government would reconsider introducing the Bill which they had then agreed. "Until we see such evidence, we cannot contemplate the introduction of a scheme to exempt students from the Bill is again on the agenda at the Commons today."

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E.J. ARNOLD

After the White Paper on spending cuts, an air of resignation Regret, but it was necessary 'Cynical'

Teachers and local authorities reacted in a muted way to last week's announcement of huge cuts in planned education spending.

They are concerned about the effect on teacher employment but, none the less, there seems to be a general feeling that the cutback, though deeply regrettable, is probably necessary.

The main exception to this comparatively moderate line is the National Union of Teachers whose general secretary, Mr Fred Jarvis, denounced the cuts as "catastrophic".

"Coming on top of the cuts already announced, this new cutback will have a devastating effect on standards of provision and on morale," he said.

"The present Government have already given education a lower priority than their predecessor. Now they show what importance they attach to education by making the service bear a major slice of the total public spending cuts."

"How can the Government expect the cooperation of the trade unions in the battle against inflation when they deliberately worsen the provision of education and the social services? I never thought I would see this Government put the clock back the way they are doing. It would be laughable if it were not so tragic."

There would be even more teacher unemployment than had been feared, and more than £50m spent on teacher training would now be wasted. It was "the economics of

Bedlam," he said. Moreover, the cuts in higher education would be felt at the very time when comprehensive reorganization had increased the demand for places in universities and polytechnics.

Mr Terry Casey, general secretary of the National Association of Schoolmasters, said the £618m cutback in planned spending in 1978-79 presented a "very sombre picture". The NAS did not like the cuts but they could not "wish away the factors which led the Government to take these steps."

"Higher education will suffer most from these new cuts and we must commend the Education Secretary for ensuring the compulsory school age people suffer least," Mr Casey said.

"We cannot be against the Government's overall strategy, and our top priority now will be to ensure the local education authorities spend the money given them for education on education. In the last year the NAS have already taken action against eight authorities who seemed to be operating a deliberate policy of teacher under-employment. And we will not hesitate to use no-cover sanctions against any other authority who fail to employ the teachers they need."

Mr Mark Steadman, assistant secretary of the Assistant Masters' Association, said the AMA recognized the gravity of the country's economic situation. "It is unlikely any government making cuts would fail to cut the education budget. But we are particularly concerned

about the waste of money involved when teachers are trained and then not employed. We are also worried about the postponement of new induction schemes. The falling school roll provides an excellent opportunity for introducing more induction schemes next year."

Miss Sheila Wood, general secretary of the Assistant Mistresses' Association, said the country must be "very careful to ensure the nation's seed corn is not being damaged. It is possible to take decisions on spending without realizing their effects. If we are going to have fewer books and teachers we must make sure we really mean to have fewer books and teachers."

"I am particularly sad about the cuts in nursery education. Early education is very important indeed especially for children from deprived backgrounds."

Mr Bob Cook, general secretary of the National Association of Head Teachers, said heads had always been concerned that the compulsory schooling sector should be protected and it seemed the Government had made a reasonable attempt to do this.

"Basically I regard the cuts as very serious indeed because they will mean no improvement in class sizes or pupil-teacher ratios and there will be less money for new books. But personally I believe people will be far more careful to ensure they get value for money in education, and this could be a good thing."

Mr Charles Clarke, president of the National Union of Students, said: "This represents a cynical abandonment of the Robbins principle of higher education for all those qualified. It will mean fewer teachers, larger classes, lower student grants, less access to education and more unemployment. The figures for defence indicate that the Government have caved in to Mrs Thatcher's warmongering."

Mr Laurie Sapper, general secretary of the Association of University Teachers, said that the figure for 600,000 students in 1981 under-estimated the likely demand for higher education by 15 to 20 per cent. The number of 18-year-olds staying on at school and the number of women applying for higher education were both rising.

It was also short-sighted of the Government not to invest more in university research which benefited industry. Last year industry claimed £40m out of university research.

The Committee of Polytechnic Directors said that polytechnics would come under considerable pressure because student numbers would go up but the number of staff would stay the same. It was essential that higher education was managed so that resources were used efficiently and equitably. A national body to manage higher education was more urgent than ever.

The Association of Polytechnic Teachers said the cuts would seriously damage the quality of higher education and would affect industry and the economy up to the year 2000.

The APT have also asked for a meeting with Mr Mulley to discuss the implications of the cuts for the implications of the cuts for the planned spending cuts would hit those areas of manpower training which were already under pressure and which were vital to the economic and industrial life of the country.

Protest

Mr Clement Freud, the Liberal spokesman on education, has protested to Mr Mulley over the proposed cuts.

He had told the minister in a letter that he disagreed fundamentally with the "whereby you appear able and willing to spend money on forcing amalgamations upon reluctant schools, but not on creating better teacher/pupil ratios or on the promised extension of nursery education."

A spokesman for the Association of Metropolitan Authorities said they were "glad to note" that education and social services were among the services which would experience a slight improvement. However, any improvement would only be sufficient to meet "demographic changes and inescapable commitments."

The Association of County Councils warned that there would "inevitably be increasing unemployment among teachers" in the next few years.

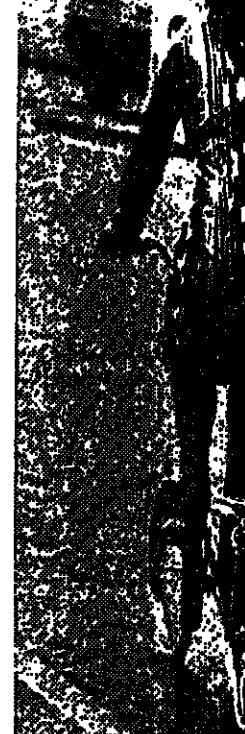
Mr Carlton Hetherington, secretary of the ACC, said the White Paper would mean a reduction in local government services and in standards.

He said authorities' commitments and responsibilities were still increasing as a result of past policies, particularly new schools and homes for old people and children.

"It follows therefore that the proposed reductions for 1977-78 and later years must mean little if any development of services and in some areas further significant reduction beyond those which will occur in 1976-77."

"It is immediately clear, however, in the primary and secondary field of education that although the service standards such as the pupil/teacher ratio are to be maintained without improvement, there will inevitably be increasing unemployment among teachers in the next few years. Similarly there is also to be a slowing down to a small growth level of the development of the personal social services."

Tom Driver, general secretary of the National Association of Teachers in Further and Higher Education, said that the cuts flew in the face of the social contract. Without a shadow of doubt, the Government were lowering the priority for education.



That was Joan Lester that was

Miss Joan Lester, Under-Secretary of State at the DES, resigned in 1968 because of the cuts in the county of Northumberland, and now a spending announced by the Chancellor in a newsletter for comprehensive schools, which reverses those original proposals, she is now a member of the county, and advanced by the county, end of controversy.

Miss Lester's resignation in 1968, reflecting the desire most parents to end selection at the county education authority expenditure cut of some £1m to the biggest single saving from education.

A left-winger known to the Labour Party National Executive, she has been a Labour Party member since 1965 and is a member of the Labour Party National Executive.

From the TES, June 26, 1968, Lester arriving for her first day at the DES.

During the Labour Government in 1966-70 she became Under-Secretary at the DES, and in 1975 she was appointed to the DES as Secretary of State.

Her resignation was a surprise to many, as she was a member of the DES and had been a member of the DES since 1965.

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Public won't stand for all-in schooling in the cheap

Lord Alexander, secretary of the DES, said that the public would not stand for all-in schooling in the cheap.

His opinion is in favour of comprehensive education, a House of Commons select committee was told last week. But if it is forced to complete its plans without the necessary funds, this could be a real test of the public's faith in large bodies sitting over the whole field.

"I have very firm faith in small bodies dealing with small problems, and I have not found evidence of lack of consultation or cooperation (by the DES) which would justify this kind of organization."

Mr James Boyden, a Labour member of the committee, asked if it would not do the DES good to "do some educating, to run some educational institutions."

Lord Alexander said the DES was in touch with the running of education through the inspectorate. "I get worried when people talk of more central control of education. I believe fundamentally in the distribution of power in education as part of the freedom in democracy," he said.

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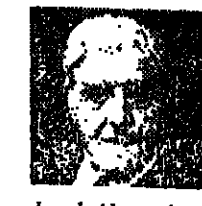
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Lord Alexander

Tyndale staff stay on leave

Mr Terry Ellis, the headmaster, and the staff of the troubled William Tyndale junior school in North London, are to remain on paid leave until the Inner London Education Authority has considered the report of the recent public inquiry.

The possibility of two sets of staff turning up at the school this week ended when the IEA announced last Friday that both the teachers and the managers had agreed to take no action until the authority had considered the report. A temporary staff has been at the school since October, and continued when the school resumed on Monday after half term.

In a letter to Tyndale parents, Dr Eric Bryant, education officer for the IEA, says the report is expected to be available in April.

"Wales is, and has long been, a net exporter of teachers," he said. "This of itself implies that there must be a system of collaboration with regard to teacher supply."

"It would be in no one's interest to risk, on the one hand, acute teacher shortage, or, on the other, such an over-supply of teachers as to guarantee teacher unemployment, not least in Wales."

Devolving responsibility for the university to the assembly was not going to happen. The university was part of the British national and the wider international system.

There is a community of scholars, teachers and students which know no narrow national boundary.

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Teacher supply crosses the border, Welsh told

Teacher training and the University of Wales could not be controlled by the proposed Welsh assembly, Mr Gerry Fowler, Minister for Higher Education, told a conference on devolution in Cardiff last week.

Mr Fowler, who worked on the Government's devolution plans at the Privy Council Office before he returned to the Department of Education and Science, told the British Educational Administration Society that there must be collaboration over teacher training.

"Wales is, and has long been, a net exporter of teachers," he said. "This of itself implies that there must be a system of collaboration with regard to teacher supply."

"It would be in no one's interest to risk, on the one hand, acute teacher shortage, or, on the other, such an over-supply of teachers as to guarantee teacher unemployment, not least in Wales."

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Student grants were also a matter for central government. It would be unacceptable for Welsh students to get higher or lower grants than English students.

Mr Terry Thomas, prospective Liberal parliamentary candidate for Carmarthen, said he wanted all sectors of education to be devolved to the assembly. "Who is to say that university education in Wales would not be better served by such an arrangement?"

Mr Heulyn Roberts, Plaid Cymru spokesman on education, welcomed the devolution plans but was concerned that teacher training would still be controlled from London. Civil servants regarded Wales as a source of teachers, he said.

Giving control of all sectors of education to the assembly would ensure that money was not spent on "luxurious" university buildings while further education colleges were "bursting at the seams in inadequate buildings."

Mr Trevor Morgan, director of education for Gwent, doubted if a Welsh assembly would be as successful in getting money for Welsh education as the Welsh Office had been.

Blow to under-fives 'deeply dispiriting'

On nursery cuts the National Union of Teachers said that any further erosion of nursery education would be deplorable.

Mrs Victoria Hurst, a member of the steering committee of the Voluntary Organizations' Liaison Committee for the Under Fives and chairman of the National Campaign for Nursery Education, said the cuts were "deeply dispiriting" and showed the Government's limited concern for the under fives.

"They are liberal with injections and vitamin pills, but they do not care as much as they should for children's happiness and intellectual fulfilment."

Mr Nicholas Winterton, joint secretary of the Conservative Parliamentary Education Committee, said that education for the under fives was good value for money. It was pity higher education could not take a greater share of the cuts to minimize the damage to pre-school and primary education.

The Government should consider the possibility of parents paying for education according to income. The

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Race discrimination: another uncertain move?

Race and community relations experts have given a cautious welcome to the Race Relations Bill, published last week. The Bill has a special section on education for the first time in British race relations legislation. It follows the proposals of last September's White Paper on racial discrimination.

The Bill wants the law against racial discrimination strengthened to cover discrimination in effect as well as intent. It sets up a Race Relations Commission to replace the Race Relations Board and the Community Relations Commission.

In general, it is framed in similar terms to last year's Sex Discrimination Act.

One of the Bill's most controversial changes is in the legal definition of discrimination, which has been widened to include unjustifiable indirect discrimination. This is likely to have important consequences for education.

At present when the Race Relations Board investigate a complaint of alleged discrimination, they have to prove that it was done on racial grounds. Since discretion is always exercised when making appointments, for example, it is difficult to prove that someone has been turned down for a job because of race rather than ability. What is more, one way of getting round the present Act is to demand qualifications not normally possessed by members of a particular racial group.

The new Bill sets out to remedy this by saying that if there has been discrimination in laying down conditions or requirements, the alleged discriminator will have to prove that these are necessary.

An example of the proposed change would be that today a West Indian who is refused a place at a teacher training college because he has not got five O levels, cannot claim that he is discriminated against, because all applicants are required to have five O levels.

Under the new Bill, if the West Indian could show that fewer West Indians have O levels compared with

the rest of the population, the college would be guilty of discrimination, unless it could show that the condition of five O levels for a trainee is justifiable.

Although it might not be hard in this case to prove that teaching needs certain academic qualifications, the clause will strengthen those who argue that the reason blacks have fewer qualifications than whites is a result of discrimination, and therefore, almost by definition, any fixed qualifications requirement are weighted against particular communities.

For example, since it could probably be proved that the proportion of West Indian children in schools is larger than the population as a whole, parents could argue that the process by which children are classified as ESN is loaded in favour of whites and is not objective. The local authority would then have to prove that the test was not designed so that it is weighted against West Indians.

The Bill also has a separate section on education. Under the present Act it is covered only as an example of the provision of services. Because this section refers to clauses in the 1944 Education Act giving the Secretary of State power of enforcement over L.E.A.s, it is likely to make minority groups more aware of their rights under that Act.

Parents of children who are being bussed have had the right to complain to the Education Secretary that they are being denied a choice of schools. The link between that right and their rights under the law against racial discrimination is now made clear and specific.

The Bill says that it is unlawful for a body responsible for a school, college or university specified by it, or under the Sex Discrimination Act, to discriminate in the admission or treatment of pupils, whether they are a public or a private body.

Enforcement of the present Act, whereby every complaint has to be

The Race Relations Bill was published last week.

Frances Stadden spells out the implications



investigated by the Race Relations Board, who alone can bring proceedings, will be replaced by procedures modelled on the Sex Discrimination Act.

Individuals will be able to go direct to county courts with complaints. Complaints against educational bodies, over which the Education Secretary has powers of direction, will go first to the Department of Education and Science.

Now the DES will process complaints is not yet clear, but they could consult experts in the complaints procedure who are in the department's Education Disadvantage Unit, set up in 1974 to co-ordinate policies for the educationally disadvantaged.

If after two months the complainant is not satisfied with how the DES handle his complaint, he can go to court. He can go straight to court if the educational body, such as a university, is not subject to the statutory powers of the Minister.

The role of the commission could be important in education. Apart from investigating alleged discrimi-

nation, they can conduct wide ranging inquiries into areas not covered by the Bill and into underlying factors which affect discrimination, prejudice and disadvantage. They can also do research and try to educate public opinion.

Because allegations of discrimination in education will be dealt with first by the DES, the commission should be free to concentrate on wider issues in education.

The effectiveness of their inquiries will depend on their resources and their relationship with the DES, and the disadvantage unit in particular.

Like the commission the unit should be actively interested in the position of disadvantaged groups in the education service. They are unlikely to concern themselves with matters in the relatively narrow limit of discrimination in the legal sense, or with issues they know are being investigated.

The danger is that each might assume the other will look at a practice. Alternatively, time, money and energy will be wasted by duplication.

The DES do not appear to have

thought out the relationship of the complaints mechanism of this unit and the role of the commission.

Part six of the Bill contains provisions for the removal of discrimination in provision of special needs of racial groups. This is the first time that provision has been specifically made in the Act. The clause is intended to encourage local authorities to compensate for disadvantages.

It is not clear whether 'needs' will be interpreted in a way that will be set up a black self-help group for out-of-work youths, for example.

The use of the phrase 'racial group' is being tried in the United Kingdom. So far no L.E.A. in Britain has been specifically interested to examine needs. They might assume Asian children need to be more aware of the English language and bus them to school.

Another clause whose meaning is one which is being of a particular racial group for a job only where that racial group with previous services can most be provided by a person of that race.

This could work well. It means a black social worker or an Asian teacher for the

appointments

universities

G. B. F. Nislett, reader in law computers, University of Kent, is professor of computer science at the University of Swinburn.

Professor R. Bennett, professor of chemistry, Queen Mary College, London University, is the chair of organic chemistry at the college.

W. D. J. Cargill-Thompson, reader in ecclesiastical history, King's College, London University, is the chair of ecclesiastical history at the college.

F. C. Piper, Westfield College, London University, has received the title of professor of mathematics.

Mr T. M. F. Smith, senior lecturer in statistics, Southampton University, to the chair of statistics at the university.

Dr J. A. Betts, reader in electronics, Southampton University, to the chair of communications at the university.

Dr Denis McQuinn, reader in sociology, Southampton University, to a personal chair in sociology at the university.

investigations into the peasant community who lived in the village of Melbourn, in Cambridgeshire, in the nineteenth century. One of Dr Mills' main concerns will be to examine the anti-establishment attitudes among the villagers.

A raspberry

Mr Ben Mendes, chairman of the Association of British Correspondence Colleges, told MPs at the House of Commons recently that correspondence students suffer from VAT, postal charges and unhelpful local authorities. Although grants are available from local authorities on a discretionary basis, he said, a survey to be published later this month indicates that in many parts of the country the student gets nothing from his L.E.A.

"What's the good of discretion if the answer is a raspberry?"

Off to Botswana

Mr Dennis Rose, a teacher at the Easby Church of England primary school, near Sandwich, is off to Botswana in early April to teach English at the Franciscan Teachers' Training College. He has been appointed on behalf of the Government of Botswana, by the Ministry of Overseas Development, under the overseas service aid scheme. This scheme provides teachers and specialists for service in the Third World.

Wanted: safety boat

Burrow Hill School, Frimley Green, Camberley, a special boarding school run by the Inner London Education Authority, are appealing for equipment to help their 120 boys to take part in adventure training. They particularly want a powered safety boat and wet suits.

Anti-establishment

A personal grant from the Social Sciences Research Council will help Dr Dennis Mills, a regional staff tutor with the Open University at Nottingham, to take a year's sabbatical leave, and continue his

Kent to spend £10,000 on voucher probe

County Council have agreed to spend nearly £10,000 on a feasibility study of educational vouchers.

A teacher will be seconded to the education department for a year to look into the practical implications of different voucher schemes.

Some versions of the voucher—designed to allow parents to "shop around" for the schools they prefer—are being tried in the United Kingdom. So far no L.E.A. in Britain has been specifically interested to examine needs. They might assume Asian children need to be more aware of the English language and bus them to school.

Another clause whose meaning is one which is being of a particular racial group for a job only where that racial group with previous services can most be provided by a person of that race.

This could work well. It means a black social worker or an Asian teacher for the

appointments

universities

G. B. F. Nislett, reader in law computers, University of Kent, is professor of computer science at the University of Swinburn.

Professor R. Bennett, professor of chemistry, Queen Mary College, London University, is the chair of organic chemistry at the college.

W. D. J. Cargill-Thompson, reader in ecclesiastical history, King's College, London University, is the chair of ecclesiastical history at the college.

F. C. Piper, Westfield College, London University, has received the title of professor of mathematics.

Mr T. M. F. Smith, senior lecturer in statistics, Southampton University, to the chair of statistics at the university.

Dr J. A. Betts, reader in electronics, Southampton University, to the chair of communications at the university.

Dr Denis McQuinn, reader in sociology, Southampton University, to a personal chair in sociology at the university.

investigations into the peasant community who lived in the village of Melbourn, in Cambridgeshire, in the nineteenth century. One of Dr Mills' main concerns will be to examine the anti-establishment attitudes among the villagers.

A raspberry

Mr Ben Mendes, chairman of the Association of British Correspondence Colleges, told MPs at the House of Commons recently that correspondence students suffer from VAT, postal charges and unhelpful local authorities. Although grants are available from local authorities on a discretionary basis, he said, a survey to be published later this month indicates that in many parts of the country the student gets nothing from his L.E.A.

"What's the good of discretion if the answer is a raspberry?"

Off to Botswana

Mr Dennis Rose, a teacher at the Easby Church of England primary school, near Sandwich, is off to Botswana in early April to teach English at the Franciscan Teachers' Training College. He has been appointed on behalf of the Government of Botswana, by the Ministry of Overseas Development, under the overseas service aid scheme. This scheme provides teachers and specialists for service in the Third World.

Wanted: safety boat

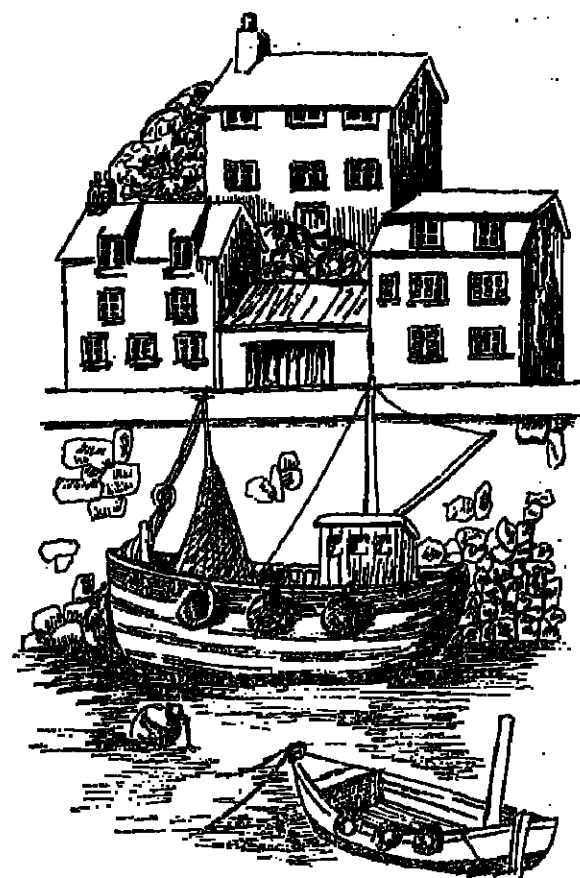
Burrow Hill School, Frimley Green, Camberley, a special boarding school run by the Inner London Education Authority, are appealing for equipment to help their 120 boys to take part in adventure training. They particularly want a powered safety boat and wet suits.

Anti-establishment

A personal grant from the Social Sciences Research Council will help Dr Dennis Mills, a regional staff tutor with the Open University at Nottingham, to take a year's sabbatical leave, and continue his

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- 320—Slate and Clay Country
- 322—Land Features
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- 326—Coastal Features
- 331—The Nature of Rocks
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- 345—Settlement Patterns
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REGIONAL

- 351—South West Peninsula
- 352—Southern England
- 353—South East England
- 354—London
- 355—Thames Basin
- 356—East Anglia
- 357—Central Plain of England
- 358—Welsh Borderland
- 359—South Wales
- 360—North Wales
- 361—Basin of the Wash
- 362—East of the Pennines
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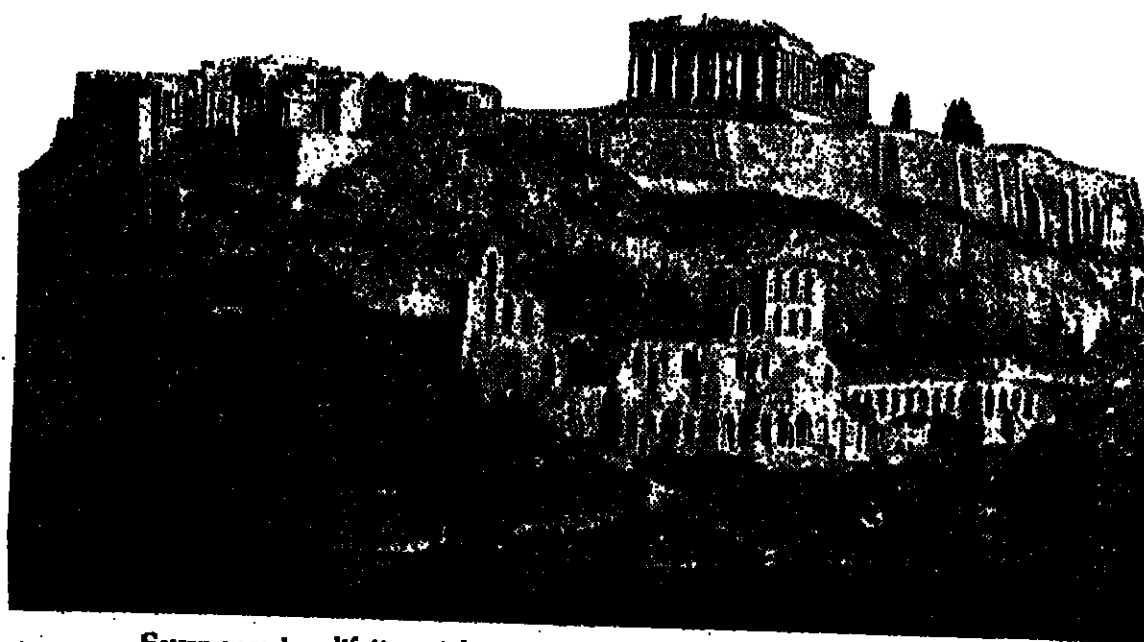
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Life begins at 16?

The Government are likely to give the go-ahead in the next few weeks for a series of pilot projects into ways of improving the education and training of 16-year-old school leavers. A new body representing the Department of Education and Science and the Training Services Agency will probably be set up to administer and assess the projects.

The projects will be designed primarily to test different versions of the Gateway idea—a blanket term for short courses of all sorts designed to help teenagers

make the transition from school to work. Some will concentrate on day release as a way of providing the courses.

Because of the cuts in public spending announced last week, the amount of money for 16-19s will be small, but there will probably be enough to pay for the pilot projects out of government funds.

In the long term, the cost of the courses could well be shared with employers.

"The philosophy is to get the pilots going, and work out the problems of administration, funding and student sup-

port as we go along", an official said. With luck, the first pilots could start in September, and the experimental phase could last for at least two years to allow badly needed curriculum development work.

This is a handy let-out for the Government, because it allows them to temporise on compulsory day release, a costly, vague and awkward commitment in the Labour Party's last election manifesto. It will also allow time to resolve some of the trickier questions about which

department, DES or TSA, end up with the controlling hand (and in whether the solution is predominantly "education" or a "training" one). TSA seem to be able to get the best of both worlds, but the DES are expert at defending their own territory.

A new Department of Education Training, as advocated by the old

For the first time in 60 years, Britain is preparing to improve education for school leavers aged 16 to 19. In these three articles, Philip Venning examines the background, while on the following pages TES foreign correspondents report on training for teenagers in the countries.

A new deal: silencing the bosses' moans

The planned pilot projects on education for the 16 to 19s are the first attempt by any Government to tackle a problem that has been talked about by reformers for 60 years or more.

A dedicated minority, mainly educationalists, have pressed for a new deal for the vast number of teenagers who leave school for work (or the dole) and who say goodbye to formal education for the rest of their lives.

And as the amount of money for the minority going into higher education has increased, so has the strength of the egalitarian argument for doing something about the neglected majority.

But the debate has now shifted—chiefly on economic grounds—rather than on the grounds of social justice. The argument now is to help young people into more efficient and contented workers.

The ages at which young people start preparing for work and stop at the end of education vary enormously from country to country (as the reports from our foreign correspondents on the following pages show). It seems to be a matter of historical accident rather than the result of any law of adolescent development. Britain has a sharper switch from school to work than almost any other developed country.

It is also to some extent accidental what kind of education or training is offered by which institutions. At the moment, most general education is done in schools or colleges while preparation for work and in-school training is shared by schools, colleges and employers. General vocational education is mainly done in colleges, and specific job training in firms or training centres.

But none of these distinctions has to be permanent. And many of the proposals for extending the education and training of school leavers involve juggling with permutations of type of education and type of institution. They also include proposals for new institutions, such as an Open College which would adapt Open University methods to lower level study.

It all depends on whether what is being talked about is revolution—such as an overall policy for all with all young people aged 16 to 19—or modest improvements at the margin.

Money is not the simple answer. The way ahead is not clear, which has prompted the call for a Royal Commission on 16 to 19s.

The debate about the relationship between school and work is ancient, confused, at heart metaphysical and, in a lasting sense, insoluble. Underneath lurk subjective questions: "What is education for?" and "What should work be like?"

But until recently much of the actual change has occurred in the more limited area of the transition from school to work, not least because it is thereby easier to push

the transition from school to work. Here, the idea is that stopping school and starting work can be made less abrupt for the teenager, without altering the relationship between school and work. Traditionally, schools have tended to see their job primarily as preparing pupils for life in general. Important to this is the needs of employers, though most give at least a nod in that direction through careers advice and schemes to give their pupils some idea of what to expect from work. But most teaching is hostile to the idea of making education too vocational.

By contrast, employers are more concerned with whether the young have the right qualifications to do the job properly and fit in easily.

In between are the young, themselves, who suffer most if the transition works badly. Or so the conventional wisdom runs. But recent research suggests that this is nonsense. Six years ago Joan Mair and a group of other researchers found that a group of transition leavers in London made the transition easily and without stress. And this is likely to be confirmed by research sponsored by the Training Services Agency in Leicester.

When it is published shortly, it is expected to show that most young people have enough resilience to cope with the change, helped by the fact that they are usually only too keen to get away from school.

But if they make the personal adjustment fairly well, there is still plenty of room for improving their knowledge of careers and what work is like.

In recent years, employers have made noises about the type of 15 and 16-year-old school leavers they are getting. They complain they are poorly educated, ill disciplined and unready for employment. With new bodies like the TSA, employers have at last found someone to repeat their demands that schools should use the final year much more directly to prepare the young for work.

A common response from teachers has been to dismiss such complaints from employers as an old-fashioned and narrow-minded view of education. They also explain that as more people now stay on in full-time education, there are fewer bright boys and girls who leave school at 16.

Schools are not totally deaf to these complaints. Many do their best to fit in to the needs of the jobs by running other courses in traditional maths, linking the teaching to metalwork and

techniques in the South-East, for example, had schools offering at least one vocational subject. Harrow and the Inner London Education Authority had an impressive sounding range of courses—from catering to nursing, printing, and distribution. Ten authorities had schools offering building, and Redbridge schools put on both car and electrical engineering.

Of course, these are sometimes little more than grandiose titles covering a superficial gesture in the direction of vocational work; and unlikely to be as good as anything provided by linked courses with local technical colleges.

Linked courses are probably the most successful development to come out of all the preparatory work for RSA. And a high proportion of fifth-formers, now just cases of sixth-formers, now get a chance to branch out a bit, one morning a week on a further education course.

About 140,000 went on them last year. But they also have disadvantages. They are vulnerable to cuts in local authority spending, and the colleges suspect that the schools use them as a dumping ground for their troublemakers.

The well established careers visits by local employers and school visits to factories still flourish. But teenagers now get a more realistic idea through work experience courses. They spend a few days a week actually working in a factory or office. This too has disadvantages. The trade unions are suspicious, and competition for places grows as the idea spreads to more schools.

Most schools do have one or two members of staff who came to teaching from industry, but inevitably they are usually the ones who got out because they disliked it. Employers too tend to have jaundiced views of education.

For some years the CBI have run a scheme to enable teachers to spend a short time in industry. But at least a third of local authorities do send comparatively few of their staff.

Unashamed opposition to industry from teachers for environmental or ideological reasons is certainly not as rare as employers suspect. A much greater difficulty exists over the conflict between the values that schools and society may teach young adolescents—Independence, a critical and questioning approach—and the employers' need for conformists. Mr Peter Brannen of the Department of Employment's research division, has argued that there is a widening gap between the "primary" and "secondary" labour market, between jobs that require formal education and an open-minded, questioning outlook, and dead-end jobs that young people may find in the unqualified sector. Only regard in terms of the wages they offer. If it becomes more and more difficult for a young person to transfer from a secondary to a primary job, he says, there is not much point in worrying about giving him better careers advice and information about

what to expect from work. From the employers' point of view the logic is that schools should operate like the baby factories in *Brave New World*, teaching just enough young people to be open-minded enough to meet the demands of the primary market. The rest should be given a strictly limited dose of education—not too much to give them hopeless expectations—and be taught to conform. In fact, this is how the system has tended to work anyway—a system which teachers have increasingly tried to counteract. Understandably they are likely to resist any attempts by employers to reimpose it.

The alternative, as Mr Brannen sees it, is the creation of institutions which are designed to help young people as a social group rather than as individuals. Their job would be to reform the nature of work by interesting themselves in pay, working conditions and the social organization of work.

The various devices being tried in schools—linked courses, better careers teaching, work experience, and teacher visits to factories—could undoubtedly be increased. The TSA think a lot more could be done; the DES are more doubtful.

There is also room for some new ideas—seconding training officers to schools or teachers to factories, for example, or setting up a teacher/industry liaison group.

Detente between employers and educationalists—with exchange visits, joint talks and all the other paraphernalia—can lead to reduced hostility. But it can also work the other way. Greater contact can break down prejudice but it can also reinforce it.

Existing preparation for work by schools and induction training by employers can continue to improve in an ad hoc way. But the present debate is about more radical ways of putting both on a universal and related basis.

Probably the most influential piece of work recently published was the report of the National Youth Employment Council, called *Unqualified, Untrained, Unemployed*. It recommended ways of giving training to more young people, better preparation for work in schools, and literacy and numeracy teaching in colleges and special centres. It also floated the idea of special preparatory courses for anyone under 19 who wanted them.

The NYEC plan was for two-part training courses either for those already in jobs or for the unemployed. In the first stage, the graded person would do a series of graded tasks related to industry or



Girls are probably the biggest group ignored by the system.

Day release: sad story of neglect

The original plans for compulsory day release are, like the Channel Tunnel, now in the history books. They were expensive, mildly controversial projects which are never likely to be worth the effort.

For years, the Government hoped to get away with increasing day release voluntarily. But, left to itself, day release has actually declined.

In 1964, a record number of 76,000 15 to 17-year-olds went on day release. By 1968 it was down to 20,000, and by 1972 it was 209,000. Part of the explanation is simply that the number of young people going on to school or going on to further or higher education has been rising while the size of the 15 to 17 age-group has been falling (in 1972). The number of young people insured for work fell from 1,500,000 in 1964, to under a million in 1971. Whereas the proportion of young people at school has stayed about the same, at about one-fifth. But this is a misleading average. In 1972 only 10 per cent of boys compared with 30 per cent of girls went on day release, and there were more than 40,000 did ONS, 34,000 GCE, and 38,000 other non-advanced courses. General studies are part of most courses.

Quite a few firms have experimented with releasing those below sixth level, and the Engineering Industry Training Board, the training body in the training world, have run a campaign to try to persuade more firms to do so.

In the past 20 years the City and Guilds have introduced a number of courses for operatives—ranging from iron and steel manufacturing to boilerhouse operation, coal preparation, food processing, shoe making, quarrying, concreting, and the maintenance of roads.

So far, by and large, most school leavers have been released as part of an apprenticeship or organized by the institutional machinery of the training world.

Since 1966 all courses with substantial elements of training have had to include an "ITT" grant if they include day release. The gap between training and work has been widened by the fact that release is now a particular condition of the DES (Pilot Form 613) which showed that many more working girls would like release if they thought their employers would allow it.

But it is only the pessimists—

filling clerks, and sewer men—whose jobs are, like the Channel Tunnel, now in the history books. They were expensive, mildly controversial projects which are never likely to be worth the effort.

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But it is only the pessimists—

	Full time FE	Full time secondary school	Employment without release	Day release
1965	20.7	13.0		
1966	35.9	13.7		
1967	37.4	13.8		
1968	40.9	13.7		
1969	43.3	13.7		
1970	43.2	13.1		
1971	46.9	11.5		
1972	43.2	10.9		

the something-is-better-than-nothing brigade—who would settle for such a limited approach to extending release. What the reformers from H. A. L. Fisher and R. A. Butler onwards have been arguing for is release as a way of continuing the normal process of education, as a way of raising the education leaving age.

When a study group of the Rubber and Plastics Processing Industry Training Board asked employers for their reactions to extending release last year, they had a frosty reception. Who was going to waste time and effort on young people who were likely to leave their job in less than a year, the employers asked.

Nor were the young workers themselves much keener. Many of those already on release disliked the courses because they considered them irrelevant. Many truanted. Research over the years suggests that the young may not be opposed to release on principle. It is what and how they are taught that matters.

The most recent study, which is bound to have been considered in the present policy review, is of what 15 and 16-year-olds by leavers expect of work (*Looking Forward to Work*, OPCS). It showed that a surprisingly large number of boys liked the idea of continuing their education once they started work. Every among the non-exam group, nearly half were broadly in favour of it.

But more recent research by Joan Mair (*Adolescent Needs and the Transition from School to Work*) showed that the young were hostile to any further education that smelt of school. They regarded liberal and social studies as pretty useless and most were keen to abolish them. Boys attending non-vocational classes were openly critical of the quality of teaching and of their treatment by staff, which they regarded as too much of a school.

Selling the idea to employers should be fairly easy. It is largely a matter of how much the Government are willing to contribute to the cost. The really difficult job will be selling it to the young them-

selves. Which in turn means a big curriculum development drive. Obviously, whatever courses are produced, there will always be some who rebel against them. But isolated experiments up and down the country over the years have shown that it is possible to produce courses really suited to the needs of the reluctant learner. Kingsway College, City and East London College, and Bournville College, for example, have all done pioneering work.

Stockbridge College, Sheffield, they have developed what they call "learner-centred instruction" for young iron and steel operatives who attend the college for an induction course lasting two and a half days a week for a term. Each student works at his own pace through a series of graded assignments. In the main subjects, steel technology, metallurgy, and science, everyone starts at the beginning. In mathematics and English they start at a grade appropriate to their ability. These are made as job relevant as possible.

The student chooses which subject he will do in any period, helped by a teacher who acts more as a director of studies than a formal instructor. Because everyone is graded against his previous performance, even the real dunces can get high marks. This helps the key factor—motivation.

Mr Frank Toplis, head of the department of science and technology, believes that the student is also better motivated because the course is so different from school. Other advantages include a happier staff/student relationship, and a more self-reliant attitude on the part of the students.

Many courses elsewhere draw on elements of this approach. But the lack of any overall curriculum development body for the further education sector (though it is supposed to be in the Schools Council's brief) means there is not much pooling of good practice. And with the swing away from part-time courses, the experience of some departments is disappearing as rapidly as some rural crafts.

The way ahead now through the Gateway and over the hurdles

An ambitious proposal drawing on both the NYEC and the character of the Gateway was published last year by a working group of experienced trainers and teachers under the aegis of the Rubber and Plastics Processing Industry Training Board.

Each young employee would be able to choose a course from a wide range of "modules" or course units, and all sorts of experience would be gained. The back-to-back approach must be avoided at all costs and the approach must be flexible.

Some parts of the course might be done in classrooms, some in the shop floor, and some might be done in a college, some in a firm. Students would work in small groups under a tutor who would be the same supervisor and curriculum development and accreditation of course would be done by a national steering group.

Through the TSA are still interested in this idea, in the short term they will plan Gateway courses for more modern apprenticeships. The precise nature of Gateway is to be clarified and this will be done as a result of pilot studies.

As it now stands, Gateway is little more than a shorthand way of saying that young people should do some sort of work-related course and start work.

The TSA document is vague. But it does say that courses should probably not last more than three months, include elements of induction training, vocational training, and job and more general ones, for example. So far, the pilot courses are mainly being run for 16-year-olds in

commence, or hobbies such as maintenance. His performance ratio of learning, and general attitude would all be assessed. In the second phase, each person would do some education and training tailored to his individual talents and interests.

Throughout the course the people would be given a flexible range of "modules" or course units, and all sorts of experience would be gained. The back-to-back approach must be avoided at all costs and the approach must be flexible.

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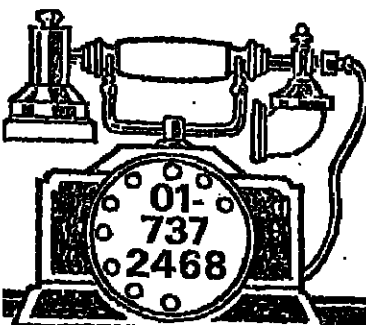
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Foreign reports, next page

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Life begins at 16?

United States Patchy for part-timers

from Michael Binyon

WASHINGTON Part-time education for the 16-19-year-old group in America is very patchy. For 16 and 17-year-olds it hardly exists: pupils either stay on till the end of high school, or they drop out of the education system altogether.

For the 18 and 19-year-olds there are a number of part-time places in local community colleges.

But students receive little financial support, and the quality of courses available varies considerably from place to place and institution to institution. At practical purposes, American pupils are not able to leave school and pursue school work in parallel institutions. For the lower age range, therefore, part-time education leads mainly to part-degree qualifications such as vocational diplomas and apprenticeship qualifications.

Pupils who leave school before the age of 18 and then want to go on to higher education usually have to go back to school to complete their secondary education or equivalent to graduation.

But for the upper half of this age group, a growing number of opportunities are available. Part-time education is one of the few areas of sharply rising enrolment, particularly in the newer two-year institutions. In 1973-74 more than half those in community colleges were studying part-time. Throughout the country, the total enrolment was 3,437,000 compared with the full-time total of 6,256,000.

The sharp increase in part-time education, however, has been among older students as the concept of "continuing education" gains ground.

For the younger part-timers the chief problem is money. The Federal Government does not give students more than 50 per cent of his time studying, and with limited funds available for loans and grants, preference is given to full-time students.

Many proposals for some system of tuition vouchers for part-time students have been put forward, so far with little success. At state level part-timers fare no better: only four out of 28 states with aid programmes make part-time students eligible.

Another problem is the lack of part-time work allowing students enough time off to study. This has been aggravated by the economic recession.

Many part-time courses are organized by normal four-year universities, but state and private. In 1973-74 some 2,853,000 students were working part-time towards degrees and diplomas in publicly-financed universities.

Courses included correspondence education, weekend study, evening classes and vocation work. Usually universities run courses leading to degrees: and to be eligible for Government aid, students on university courses must follow degree courses (this eliminates all those who participate in evening classes for their own personal interests).

On the whole, little attention has been given to the needs of part-timers. Any general improvement is complicated by the varying pattern from state to state.

The 16 to 19-year-old group is not a natural or homogeneous group in American education. What is available under the heading of industrial training is also available for older workers. One of the largest programmes of part-time professional education for adults covers the age of 18 is in-service training for teachers, but this is naturally confined to teachers with some years' experience.

The 18-year-old part-time student has to battle against bureaucratic divisions and eligibility rules. Nevertheless, the most recent survey showed 2,848 part-time degree programmes at 1,277 colleges and universities in the United States.

Italy

Too many drop-outs

from Dalbert Hallenstein

VERONA Although Italy's regional governments have been responsible for organizing vocational education since 1972, the central Government still retains many of its pre-1972 prerogatives, due to their failure to pass a number of basic and long-promised educational reforms. It is this which explains much of the confusion and ineffectiveness of many of Italy's current vocational training programmes.

For the 15 to 19-year-old age group (compulsory school is still only until 14) the situation is particularly confused and difficult. No real day-release study programmes for working students are yet available, and this means that, for those in this age group who wish to continue their studies while working, there are basically only two alternatives: to study in the evenings after work or to be registered as an apprentice.

For those who choose the former, a number of regional governments have already passed legislation which offers free books, meals and transport to and from the evening school. The central Government, too, have passed legislation guaranteeing working students a limited number of paid hours to sit for examinations and the right to a work timetable designed to facilitate attendance at evening courses.

Despite these provisions, however, evening classes suffer from a very high drop-out rate. For not only are students exhausted after the day's work, but the courses, especially in the non-vocational "scholastic" evening schools, are rigid repetitions of the often arduous normal day-school programmes.

Evening students, too, are expected to study from 7 pm to 11 pm, five nights a week, plus Saturday mornings. They must follow all the details of the ordinary school programme, even to the extent of attending gymnastics and religious lessons.

For those who attend evening vocational training courses, the situation is not very different. The rigidity of the timetables cause all but the most dedicated to give up before qualifying.

In theory, Italy's system of apprenticeship should offer an alternative to 15 to 19-year-olds to acquire trade or vocational qualifications while working. But it is widely acknowledged that the system, as it now exists, is working.

Employers often take on apprentices merely to enjoy the tax advantages (they do not pay Italy's extremely high insurance and pension contributions), knowing well that the Ministry of Labour, who are responsible for their apprentices, are properly their apprentices a trade, in a position to do so, is chronic lack of staff.

Many young people learn virtually nothing during their period of apprenticeship. Recent study has shown that, in half the apprentices, the complementary courses of the 1955 Apprenticeship Law are compulsory.

Another form of vocational scheme exists, in theory at least, for the 15 to 19-year-old group: the Italian Metalworkers won the right for a piece of paid working time a year for study. Numerous other categories of workers have since won the same right.

But since less than 50 per cent of Italy's metalworkers have leaving qualifications, the scheme (who have the right to study for the 150 hours) have decided to concentrate on giving older workers the opportunity to qualify themselves. In courses for metalworkers, a proportion of participants under the age of 20.

It is estimated that 160,000 working 15 to 19-year-olds are attending vocational courses. This figure, however, those who work 10 hours a week.

Ironically, the present vocational training system is mainly for people who are highly qualified. In fact the unemployment rate for 15 to 19-year-olds was 31.1 per cent in 1974, compared with 19.8 per cent for the 20 to 24 age group.

Sweden

Moves to make schools even more attractive

from Mike Duckenfield

STOCKHOLM hiring unemployed young people to fill temporary vacancies in the public sector. But it is also sending employees on to service training courses or to risk enter mainly for the over-19s. Workers on the courses are not represented in the unemployment statistics and each year the courses enrol between 100,000 and 120,000 participants—a significant number in a country where 1 per cent unemployed corresponds to about 40,000 workers.

The Hour's courses, the present age limit of 18 for participation in municipal adult education and the emphasis on nature entry (25 plus) to higher education all illustrate that major emphasis in post-school vocational training is for those outside their teens.

The common expectation is for the majority of 16 to 19-year-olds to continue their education in voluntary secondary schools, and

among the 16 to 20-year-old working population. Part of the reason for this is that National Labour Market Board training courses for the unemployed and those whose jobs are at risk enter mainly for the over-19s. Workers on the courses are not represented in the unemployment statistics and each year the courses enrol between 100,000 and 120,000 participants—a significant number in a country where 1 per cent unemployed corresponds to about 40,000 workers.

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The common expectation is for the majority of 16 to 19-year-olds to continue their education in voluntary secondary schools, and

most, in fact, do. About 86 per cent of comprehensive school leavers apply for places in the secondary schools and 70 per cent of the age group continue directly. A large proportion of the remainder resume studies after taking a year or two out to work.

This is not surprising as the secondary schools cover a very wide choice of vocational training as well as the traditional academic pre-university studies. Of the 23 lines open to students, 11 are two-year technical ones, each of which has a variety of branches for further specialization in the second year. The vehicle technology line, for example, offers specialization in airplane, car, machine and spare parts mechanics.

Future plans, now being considered by Mrs Lena Hjelm-Wallén, Schools Minister, would make the secondary schools even more attractive to 16 to 19-year-olds.

These include the introduction of short, work-oriented courses linked together to make up study programmes lasting a number of years with tuition both in schools and in municipal adult education classes, the entry age for which would be lowered to 16.

At the centre of the possible reform is the idea that all 16 to 18-year-olds would be guaranteed either work or study, and it is expected that eventually such a scheme would mean that virtually all youngsters would receive at least the equivalent of two years' secondary schooling.

The target group for the reform are those 16 to 19-year-olds at present failing to enrol in secondary education: new courses would be either full or part-time lasting from a few weeks to a couple of months, with programmes of studies being built up on a credit point basis. At present, those who prefer to

work after leaving comprehensive school can, after two years, enrol in municipal adult classes linked to the secondary curriculum, enrol in study circles or courses offered by the 100 folk high schools which offer tuition for studies ranging from a few days to residential courses lasting more than 30 weeks. For all these types of training tuition is free and in some cases State loans and grants are available to help cover living expenses.

There is also the standard right of every Swedish worker to take time off work for education if he or she has been employed by the same company for at least six months or 12 of the last 24 months. Employees are free to decide the nature of the education they seek and the length of time used is not limited by law, although an employer can request a delay of up to six months in the starting day for studies.

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Priority for products of 'Operation 50,000'

from William Farr

PARIS the Ministry of Labour estimated last summer that 600,000 young people would be looking for their first job as they left school between September and January.

The estimated that, at least 200,000 of these would have had no kind of vocational or technical training. The rest of these would be in the 16 to 19 age group.

To meet this situation the Government has adopted a number of measures: employers who set up a training centre before October 1 of last year, for example, will be given a contract for at least a year and a recruited young person in search of their first job will be given a monthly bonus for six months.

State grants are also given to employers who give young people vocational qualifications employment contracts which might be normal employment contracts during the first six months of training for 150 to 500 young people they take on will be given a bonus of 150,000 francs. No figures exist at present for many young people are benefiting from these arrangements.

'Operation 50,000' for which the Secretary of State for Professional Training is responsible, aims at training 50,000 unemployed young people and at placing them in jobs with the help of Ministry of Labour employment exchanges immediately their training is finished.

The courses last between six and eight months for 40 hours a week. Young people who are admitted to them receive around £40 a month, plus free travel to work and free lodging in the city where the training centre is situated.

After a slow start it is expected that more than the 50,000 will have been enrolled and trained by the end of this year. But the real test point will be reached as the young people finish the courses. The Ministry of Labour has called on their members to give them priority treatment.

By a measure the Ministry of Professional Training, with a budget of around £400m for 1976, are to give priority to programmes for training young people who have no qualifications and therefore to unemployed workers seeking new qualifications.

This could mean a large increase in the number of courses organised by technical colleges and universities. It could also mean that the National Association for the Pro-

fessional Training of Adults, the public agency dependent on the Ministry of Labour with 135 training centres who train 65,000 people every year, will be able to adapt their programmes so as to give priority to young people leaving school without qualifications.

The unions doubt that many young people in search of a job will find one as a result of these training schemes, however, unless the Government take wider measures to reflate the economy and reduce general unemployment.

They consider that the need for emergency training schemes for young people is yet another consequence of the deficiencies of the French educational system and that reforms which are now in hand will not improve the situation.

M. André Henri, secretary-general of the Fédération de l'Éducation Nationale, who group almost all the teachers' unions, has proposed that all children when they leave school at 16 after a general education should have the right until the age of 18 to receive technical and professional training leading to the later acquisition of specific skills for particular jobs. The Ministry of Education should be responsible for providing such initial training.

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Sport

English get double victory

by Stanley Levenson

It was a case of "up guards and at 'em" in Edinburgh last week when the English schools under-19 boys' team beat the Scots 87-61.

The English captain, Philip Brazil (Burnage High School, Manchester), a 5ft 7in "midget" by basketball standards, led the assault with 22 points; Mike Davis (Dunum Grammar School, Doncaster) contributed 18 and Paul Simpson (Glyn Iligh School, London) scored 15.

Brazil was in particularly brilliant form though nursing a bug. He arrived in Edinburgh feeling poorly, improved on the day of the match, but next day on the way home to Manchester he collapsed and had to be taken to a Carlisle hospital for attention.

The England under-15 team also won their Edinburgh match but had to do a lot of work in the second half before getting a 63-53 success. They trailed 21-33 at half time; transformed by an intense pep talk from manager Peter Minto they then went for everything and took the second half 42-20 to turn the tables.

Top scorers were Roger Richardson (Riddlesdown High School, Purley, Surrey) with 36, David Harrison (Anfield Comprehensive School, Liverpool) 14 and Martin Clark (Brockhill School, Hythe, Kent) with 10.

Bid for table tennis titles

Wiltshire, Derbyshire and Staffordshire will be represented for the first time in the schools team table tennis championships at the Leu Green Sports Centre, Matlock, on March 20.

Penhill School, Swindon won through their regional final and will be one of the teams to contest the girls' under-13 title; Henry Farnshaw School, Dronfield, reached the under-19 girls' final; and Stoke on Trent Sixth Form College are through in the boys' under-19 final.

One of the closest of the regional eliminating matches was between St Felix Middle School, Newmarket, and Windlesham House, Pulborough, Sussex, who drew 4-4 at Slensfield before the St Felix team won the "sudden death" doubles play-off.

Three of last year's seven winners will be defending their titles: Millom School, Cumbria, in the boys' under-16 section, Highfields School, Wolverhampton, girls' under-19, and Brampton Manor Comprehensive, from the London Borough of Newham, girls' under-13 event.

University offers sports scholarship

Bath University is to offer the first sports scholarships provided by a British university, a spokesman said last week.

"The plan is to recruit sportsmen or women of international or Olympic standard, or with the necessary potential who also have the academic qualifications to take a university course, and give them an extra year to obtain their degrees. The extra year will be sponsored by industry and it is hoped that the first scholarship will be taken up in October."

Bath, he said, was one of the best-equipped British universities for sport, with 85 acres of playing fields, a swimming pool and indoor facilities.

Gym sell-out

All tickets have been sold for the finals of the national schools gymnastics team championship sponsored by The Sunday Times at the Sobell Centre, London, on April 3. Installing 400 extra seats had been necessary.

However, 25 tickets have been reserved for schools which qualify for the finals through their regional competitions which are being completed this weekend.



J. Sharp (Brookside Comprehensive) scores for the under-15s.

COURSES

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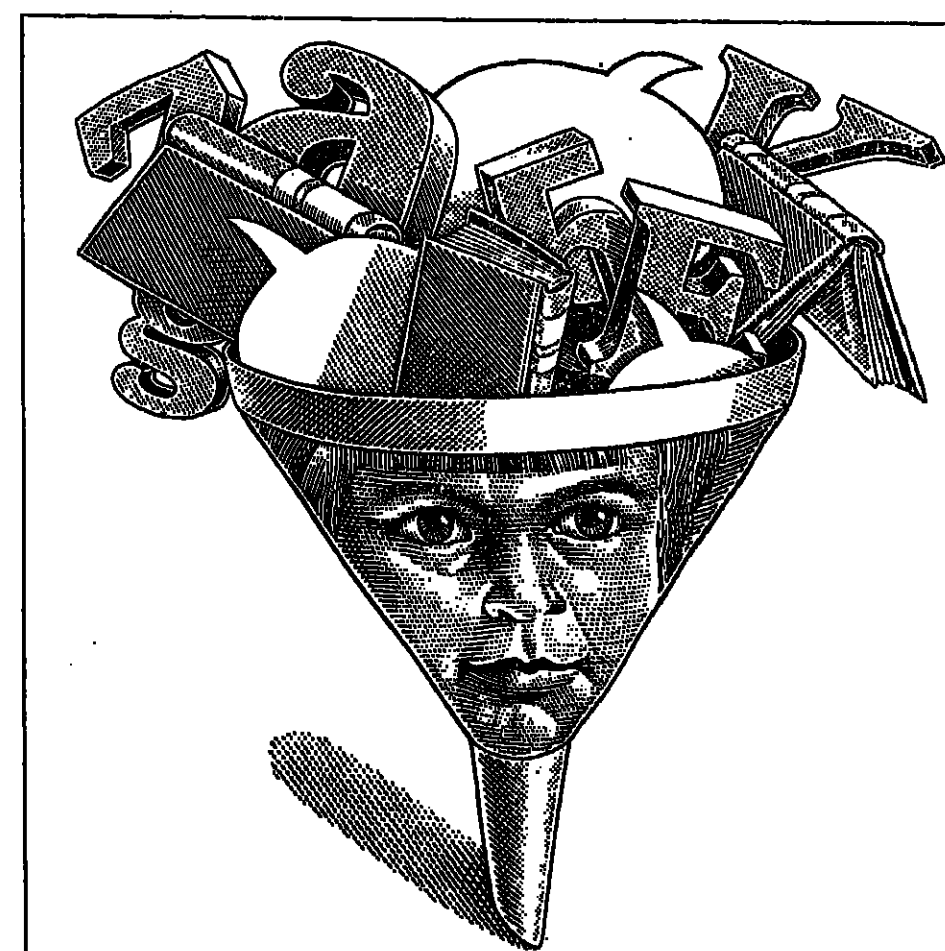
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Let them turn cartwheels



Bill Sanderson

Barbara Tizard
calls for a radical reappraisal of the
nursery school curriculum

What can and should children of three and four learn, and how can we help them to learn these things? The traditional nursery school answer has been that children in some sense "know" what they need to learn. The process of development will result in the necessary learning, if opportunities are given for self-initiated play in a rich environment. Basil Bernstein calls such a process "invisible" because what children have to learn is not specified except in the most general terms. How it is transmitted is invisible, since learning occurs without explicit teaching.

A major difficulty here is establishing what children have learnt. The usual function of a school is to transmit to children knowledge and skills not available to them in their ordinary environment. Failure to go to school has marked and easily measured results on their functioning—for example, they do not learn to read. For the nursery school to be seen as more than a playgroup, we should be able to show the nature of its educational effects. Yet this has proved difficult.

Recently, many psychologists have argued that the poor school performance of "disadvantaged" children, despite nursery schooling, suggested that this traditional process does not meet their needs. They have not learnt whatever is necessary to prepare them for formal schooling. As an alternative or supplementary curriculum, some psychologists have suggested programmes which practise the skills required for success in IQ tests: a successful educational outcome is a significant increase in IQ points.

This is a most bizarre educational goal, and one which is not pursued at any other stage in the educational system. Gaining IQ points is so important, why is it not on the timetable of primary schools? Why do we not run university courses with this aim? Moreover, this curriculum has been no more successful than the traditional one in equalizing educational attainments.

Other psychologists have urged the importance of language work with the under-fives. This aims to "compensate" working-class children for the presumed inadequacy of language experiences at home and improve their school attainments. This prescription is based on the assumption that working-class children's difficulty with reading is caused by deficiency in their command of language.

The nature of these deficits remains obscure. Research has shown that most working-class children not only have the same variety of linguistic structures at their disposal as middle-class children, but that they can use them effectively. It seems they have different rules from middle-class children governing the context in which they use certain speech patterns. But we do not yet know how these differences are translated into learning difficulties at school, or indeed whether they are responsible for them.

Such data as we have suggests that reading attainments in the infant school are not closely related to measures of oral language. Most children's oral language skills may be adequate for them to learn to read, so that social class differences in reading acquisition can be accounted for in terms of general differences in attitudes, or of motivation, or

even in differences in the amount of time spent practising reading. If this is so, all the emphasis on early language work as a pre-reading requisite may be beside the point.

The failure of pre-school education, whatever the curriculum, to close the social gap in education suggests that those indirect approaches are not likely to be effective. If we want children to read better, perhaps we need to improve teaching reading, rather than try to raise the children's IQ at the age of three, or improve their early use of language.

But why blame nursery schools for failing to prevent social class differences in attainments? No one has ever suggested that infant schools should be closed for this reason. The justification for these schools, as for any other, must be in terms of the support they give the family, and the role they play in transmitting culture.

If nursery schooling does not have to be regarded as compensatory, what alternatives are there to the traditional curriculum? One approach would be to start by defining the educational goals for young children, and considering how they might be attained. Joan Tough has suggested that the educational goals for a three-year-old are "moving towards self-

—but how much, how often, of what kind, in what context, to achieve what level of skill or knowledge?

The science of pedagogy is in its infancy. If we are going not only to specify goals, but develop methods of achieving them, it might be easier to start with something much more limited. If we could teach four-year-olds to enjoy books, to swim, turn cartwheels or play the violin, they might also have moved towards some of our more general goals—an increase in self-confidence, and in the ability to concentrate on a task.

The advantages of specific goals are that the criteria of success are uncontroversial, and the steps in acquiring the skill are relatively easy to analyse, work on, improve and examine. Moreover, these are skills in their own right, which would enrich the child's life, quite apart from any long-term pay-off.

Yet a "visible" pedagogy carries its own dangers. We know that much learning is unintended, and that what children learn may be different from what we think we are teaching them. Unsuccessful teaching may leave the child feeling confused and inadequate. At least in the traditional nursery school children do not fail, if only because few demands are placed on them. Still, traveller's tales from China suggest that we may seriously underestimate the level of skills which young children can be taught, and the enjoyment which they can get from exercising them.

To most nursery teachers, curriculum innovations of this kind conjure up visions of helpless small children being remorselessly drilled. Was not the message of the educational reformers that such methods are unnecessary and harmful, and that young children learn best incidentally, through interacting with their environment? We still, however, know little about what skills are best learnt incidentally (probably language), and what needs to be systematically taught (probably music), nor have we given enough thought to the nature of the environment in which children are to do their incidental learning. Play materials and peers are plentiful in nursery school, but less so is the opportunity for children to learn about the adult world—their neighbourhood, and the ways in which adults work and inter-relate.

The nursery school tends to be a closed, feminine, and child-centred world. The adults are mainly engaged in watching and encouraging the children. It is rare to see them engaged in the activities provided for the children (for example, painting), and rarer still to see them giving the children models of how adults work (cooking, sewing, doing woodwork, cement-mixing). Yet, traditionally, an important source of incidental learning for young children has been to watch adults in their home and neighbourhood. If we are going to rely on incidental learning, are we providing an adequate nursery school environment?

Whether or not we move towards more systematic education for the under-fives, the whole question of the curriculum for early childhood education seems to me in need of further discussion and development.

Barbara Tizard is Dr Barnardo's Senior Research Fellow, Institute of Education, London.



Don't smile until Christmas

Charles Hannam, Pat Smyth and Norman Stephenson

A surgeon does a neat operation and the patient is sent home "cured". No one looks after him there and he dies of neglect and pneumonia. An architect designs a beautiful block of flats, pockets his fees and moves on to the next contract, leaving its inhabitants miserable and cut off from each other.

Those of us in teacher training encourage our students to be child-centred and innovative, but we are unable to ensure that when they go into schools they are equipped to resist institutional pressures towards conformity and the erosion of ideals.

When they leave us we have no means of knowing what happens to them. Some no doubt soon give up, judiciously falling sick or becoming pregnant, unable to tolerate the frustrations of their initiation into teaching. Others soldier on, but only by rejecting much of what they learned during teacher training. We teacher trainers have for too long appeared uninterested in what happens to our "product"—perhaps because we are, in fact, remote from schools, or because we have been made to realize how little power we have.

Or perhaps we have forgotten or repressed the fact that for most of us the first year of teaching was a time of stress. In the past we have been more concerned with running courses that satisfied our philosophic needs, than courses that at least began to equip young teachers in a practical way for their careers.

In all of us there is a tendency to seal off disturbing experience, especially if it has been particularly painful. If students or new teachers require the kind of help that demands more than a display of expertise, we are at a loss. When we ourselves are dismayed by our experience we try to forget it; if it happens to others, our advice can be shamefully trite: "Don't worry, pull yourself together, it'll be all right in the end."

Teaching practice sometimes gives rise to this kind of difficulty, and it may be for the same reason that we have tended to play down the problems of the first year. There has been a price to pay for this disregard of the practicalities of teaching: young teachers may consider that all their teacher education has been a waste of time, that no one has said anything that was relevant, and that only severely practical courses, devoid of theory, are of any use.

Becoming more and more aware that our interest should not end with the handing out of teaching certificates, we invited some young teachers leaving colleges and university departments of education to keep journals, and to talk to us of what seemed to be happening to them. *The First Year of Teaching* is based on the results of this inquiry.

One thing became very clear to us: we may have failed to prepare students adequately, but schools are quick to repair the omission in their own way. Recommendations to disregard "all that soft theory and high-falutin nonsense", to listen to the voice of those working at the coalface, are frequent. Realism is crudely opposed to idealism and the young teacher is made to understand that survival depends on allegiance to the status quo.

It is not a matter of deliberate policy, nor is any school staff united in its attitude. In most schools today the whole gamut of educational beliefs is represented, but as far as the young teacher is concerned the message is clear. This lack of coordination between the work of teacher trainers and school staffs can only undermine the confidence and self-respect of new teachers. They may be left uncertain of their beliefs, and question the good reasons which brought them into teaching in the first place.

Pupils quickly sense newcomers' insecurity and relative ineffectiveness, and may attack them as the weakest link in

the chain of authority. Playing up new teachers is not just a fact of life. It arises in part because children, particularly in an authoritarian setting, realize that the teacher is as much a "victim" of the institution as they are.

If new teachers fear loss of control they will look among established staff for models on which to base their own discipline. We found that it was often the old sweats who were admired, the teachers who could control a class without lifting an eyebrow, whose pupils were said to work quietly even by themselves. When asked the secret of success, such teachers might say that they had been very strict when they started, that they tolerated no nonsense, and that all went well after some violent encounters. Established teachers sometimes talk about discipline troubles as if they were something in the far distant past, encouraging young teachers to be "tough" in a way often inconsistent with their temperaments and convictions.

New teachers quickly learn that many colleagues will expect good order right from the start, even when they have been given—and they often are—some of the most turbulent classes. They may not be able to admit to anyone that their discipline is not all it should be, and feel that any incompetence on their part will at once endanger their own reputation and the good order of the school.

New teachers are then caught between two forces: the children to whom they are fair game and who will resent them if they are soft, and the staff group who may be friendly enough in terms of superficial civilities, but underneath regard them with doubt and suspicion. Some anxiety cults to an already overburdened staff group is understandable, but the careless expression of it can undermine whatever confidence the new teachers have.

We found it interesting that the young teachers we talked to and whose journals we read had little to say about their practical work in the classroom. Their first concern was their relations with children and adolescents. Initially they tended to see their classes as undifferentiated masses—whether dull and enigmatic or rebellious and hostile. They experienced a kind of self-disgust when their own behaviour in controlling pupils was at odds with their principles.

They had come into the profession with

What happens to teachers during their probationary year? How far do their ideals or enthusiasms survive the first crisis months on the job? Here the teacher trainers

The head said: "If you have any problems come to us, this is what we are here for." He introduced the senior staff—but only slowly got the feeling then that the problems were noise in the classroom, disorderly behaviour in the corridors, and this is what he talked about and only he talked about. We had another meeting a fortnight later which was awful. They all lined up in a row and we sat in silence with our hands folded in our and the headmaster said "Anybody got problems?" We had all talked about what we were going to say beforehand, but nobody said anything at all. And he said "Well, nobody at all, nobody has any problems at all." Then he gave us another speech about disorderly behaviour in the corridors and was all.

—humanities teacher in mixed comprehensive school

The deputy head sees it as his job to get standards up. He is particularly strict with the first year teachers. He sees nothing wrong with marching into a room, not saying a word to me, shouting at me who he thinks is doing something wrong, and to his own friends on the staff who I don't think is doing anything wrong. He is doing something I don't want to do, and walking out, leaving me to pick up the pieces and my lesson.

—chemistry teacher in mixed comprehensive school

A liking for children, with enthusiasm with knowledge and skills they want to pass on, and now all too often they themselves shouting at, punishing, or disliking their pupils. Only gradually most begin to see them as individuals, could be related to in a humane way, the same time professional way.

Their second major concern was relations with other staff. It may be first be obvious to young teachers working with colleagues as an important part of teaching as any classroom technique. As outsiders coming into an established community, new teachers often with clarity what is less obvious to those who have worked in the school for a time.

The shifts and compromises which are inevitable may be seen for what they are in a way that is threatening to the hands. And sometimes young teachers are less than tactful in the way they express their views. These may be among the reasons why strenuous efforts are made to ensure that newcomers conform to the existing norms of the school hierarchy—or leave.

New teachers are not completely helpless or incapable of preparing themselves for the pressures that await them. They have to realize that coming into any profession can be an ordeal. There are enough stories of barbarous initiation rituals, in industry and elsewhere, to illustrate that these are an important aspect of the determination of all institutions to demonstrate their separate identities and power. Foreknowledge may help new teachers to manage their initiations successfully.

The transition from being a student to being a teacher is not easy either. Once time was an ample commodity, now regularly of attendance and punctuality become seemingly as important as any aspect of teaching. Informality and individuality in dress and appearance have been taken for granted; now they may provoke conflict with authority. It is good not to have to submit on a long longer; but there is a price to be paid in loss of independence.

Our evidence suggests that institutionalization is swift. During teaching practice the students inevitably find inadequate, and have to cope with old fears associated with school and with teachers. They may complete the

about some of the problems which figure in their new anthology of young teachers' experience; while three teachers who have got over the first hurdle remember some of their own difficulties

The deputy head sympathized—said "Everyone has to compromise. It's a case of survival. Either them or you. They must see who is the boss. He didn't seem to listen to my arguments (which I toned down politely) but was more reasonable than the head. Said it was a case of 'good of the greatest number' and a few had to suffer for general good, pick one, and the lot will settle down. There had been two or three like me, but they soon learnt the only way was... and he offered me a 'soliloquy'. If trouble—send the rebels to him or head. I couldn't make clear to him how that defeated everything. He kept speaking of my principles as if everyone had the right to their idiosyncrasies.

—mathematics teacher in boys' secondary school

The ambitious young teacher needs to be a chameleon. To the headmaster he must appear cooperative, polite, and potentially a person who can enhance the reputation of his school, or rather himself, since the two are synonymous. To the deputy head (a hoary old fascist) he must appear firm, masculine and determined. To the administrators he must appear efficient and reliable; to those with pastoral responsibilities he must appear concerned, though he must be careful not to appear more concerned than they themselves are; and to his own friends on the staff if he is to remain at all sane, he must be himself. If, that is, he any longer possesses an identifiable self.

—humanities teacher in mixed comprehensive school

stage feeling far from well prepared, even for the interview which follows. Ostensibly a rational exchange of information, it is often experienced by young teachers more as a demonstration of the school's power than as a realistic introduction to their first job.

Once appointed, newcomers are again quickly made aware of their lowly position in the hierarchy. They may have overloaded timetables, elusive heads of department, or find it difficult to gain access to a school's resources. They will be exposed to "instruction" in who has power and who has not, and in what is considered proper teacher behaviour. They will be made to realize that their survival depends on loyalty to the staff group and the ability to play the system.

As the year goes on they will have to expect visits to their classrooms, often perfunctory, from the head or senior staff or from inspectors—often when they have no clear understanding of what is meant by being "on probation". Little wonder that many young teachers find this first year unbearably exhausting.

Does it have to be like this? Undeniably the first year can be traumatic even in the best of schools, but not all new teachers suffer equally. For some there are satisfactions from the start in their work with children, and for most their classroom relationships improve with time. In some schools, too, there is an openly acknowledged awareness of the needs of newcomers, who are given real responsibility without having impossible tasks thrust upon them.

Where this happens, where there is a common sharing of problems among all the staff instead of an emphasis on individual guilt, and where there is some degree of staffroom democracy, there will also be some happier beginners.

Many teachers who were unhappy in their first year thrive later in their careers; but this success has often been achieved at high cost. All of us engaged have a responsibility to see that it is done realistically, but not at the expense of the newcomer's initiative or idealism.

Published yesterday by Penguin (£1.10) Charles Hannam, Pat Smyth and Norman Stephenson teach in the School of Education, University of Bristol.

Survival in the staffroom

Vicky Giles, Paddy Salmon and Tony Hall

Classroom survival has been much touched upon recently: witness an article by Paul Francis in the *Education Guardian* (September 2), and Michael Marland's *The Craft of the Classroom: A Survival Guide*. We feel that there is another dimension to teaching—survival in the staffroom. Two of us have completed our probationary years in different London comprehensives. The problems we faced may be met by most newly qualified teachers.

The problems that beset probationary teachers do not wholly consist of a struggle to establish and maintain class discipline. Michael Marland, while trying to be helpful, emphasizes rigid "ground rules" to which he feels all teachers should conform. But to do so would reduce the chances of young teachers developing their own personal style, which is vital for a positive working relationship with children. The challenge of teaching is not one-dimensional: it does not resolve itself once advice for keeping children in control has been digested and put into practice.

Probationary teachers have an undeniable need for help, but often come in for a lot of unsolicited advice from senior teachers and members of the school hierarchy, which may well carry critical implications and be of a discouraging and destructive nature.

The experienced teacher is not always

non-progressive, cynical, or patronizing towards modern methods and ideas. In too many cases, however, the approach to young teachers is one of knowing tolerance, which often masks either indifference or an unhealthy contempt for any form of originality and idealism. Derisive and discouraging comments often outnumber genuinely helpful and thoughtful criticisms at a time when young teachers are particularly vulnerable.

Some teachers seem to will younger colleagues to fail, perhaps in order to bolster their faltering sense of their own capabilities. The temptation to meddle with their classes, to take control in possibly humiliating circumstances, appears irresistible at times. Genuine damage can be done to a young teacher's morale by this kind of pressure.

The feeling that there is always a face at the window or an ear at the wall saps confidence. Young teachers tend to react in a repressive way to save face. The "failed" repressive has few virtues.

It is disheartening for young teachers, who come to the job with ideals and a sense of commitment, to feel that their ideas are greeted with scepticism by old hands, to be told that "all that stuff" they learnt at college was a waste of time, that they'll soon learn "what it's all about", and will then come round to a more "realistic" approach.

Being on probation means that new teachers are treading a thin enough plank. They have a duty to their ideals and to themselves, but they also have to meet situations which call for compromise with colleagues.

The small-mindedness and sensitivity to criticism of some teachers make it easy for a "first-timer" to give offence without intention. In such an atmosphere "small crimes" can cast long shadows. The young teacher naturally expects formal staff meetings and even informal discussions to centre on important aspects of education, but the debate too often revolves around trivia like chewing-gum and running in corridors.

It is a measure of some teachers' insecurity that such matters can be seen as major threats. Such threats symbolize the seemingly gradual erosion of staff control, and staff unite to combat their individual apprehensions. Different perspectives can lead to deep resentments

if symbols of unity, like details of uniform, are brought into question. Pressure to conform and compromise ideals is therefore particularly strong.

But it is not only over actual educational matters that conflict can arise. The pettiness that surrounds staffroom rituals in some schools would astonish the casual observer. It can be a heinous crime to sit in the wrong chair, to drink out of another's mug and, above all, to offend the proprieties of established and influential cliques. Though the head's opinion of a newcomer may be neutral, there is a danger that his or her judgment may be coloured by the narrow outlook of these cliques.

The final report, for which the head teacher has overall responsibility, can be a worry. It is a sad fact that heads sometimes ignore the reasoned and informed comments and criticisms of those who are familiar with the young teacher's work, and produce a report which merely reflects idiosyncrasies. It may happen that the head never sees the probationary teacher in the classroom.

There is a strong case for encouraging young teachers' colleagues to act as intermediaries during the first year. The fact that this relationship exists is likely to temper the worst excesses of an unsympathetic head.

It seems obvious, but it should be restated, that the power of the head is virtually absolute, and can have a deadening effect. Careers can be jeopardized because autocratic heads may object to their policies coming under question. A few words on the telephone can ruin the chances of a next appointment.

The secrecy and importance accorded to heads' references emphasize the dangers of stepping out of line. Although the confidential reference has technically been abolished by many authorities, the heads' grapevine still carries a disproportionate weight.

Probationary teachers should strive after the example of Agag in the Old Testament, who at least trod delicately before being hewed to death!

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Custodian of the shrine



Anna Dostoevsky in 1871.

David Budgen on
Anna Dostoevsky

Dostoevsky: Reminiscences. By Anna Dostoevsky. Translated and edited by Beatrice Stillman and introduced by Helen Muchnic. Wildwood House £8.95. 07045 0202 X.

Founded by debt and forced to deliver a new novel (*The Gambler*) to an unscrupulous editor in a matter of days, Dostoevsky had recourse early in October 1866 to the services of a young stenographer, Anna Grigorievna Snitkina, by name. Work went surprisingly well, an unlikely romance ensued, and inside four months novelist and stenographer were married.

Simple at heart and without intellectual pretension, Anna Grigorievna was utterly perplexed by her husband's character, and, in an attempt to understand it, committed all her experiences and observations to a secret diary which she kept, in shorthand, over a number of years. This unique document (reproduced in Russian in 1974) forms the basis of *Reminiscences*, which Anna Dostoevsky wrote 35 years after her husband's death in 1916 at the age of 70. Although excerpts from the memoirs appeared in 1925 and were translated the following year into English, it was not until 1971 that the integral Russian text, on which the present translation is based, first appeared.

The story Anna relates of her 14 years of married life to Dostoevsky is at once compelling and fascinating. At the same time as documenting a great and tender love and a remarkably successful marriage based on mutual respect, she tells of continual harassment by the members of Dostoevsky's family, of a desperate and miserable four year flight to Europe during which some of Dostoevsky's major works were written, of a return to Russia in 1871 to astronomical debts, of the struggle with emphysema and epilepsy, and the heart-rending death of two beloved children.

Although structured by misfortune and ending with Dostoevsky's death in 1881, when ironically all seemed to be going well, Anna's account is equally the story of an emergent pattern of control over life which is both touching and impressive. Furthermore, the memoirs, for all their literariness and debt to naturalism, possess an extraordinary freshness and vividness, qualities which are displayed to advantage in the minutely detailed description of Anna's first visit to Dostoevsky's flat, the unexpected appearance of the writer and the inauspicious beginnings of their relationship.

She is, in addition, supremely moving in her simple, but horrific descriptions of the deaths of two of her children and of Dostoevsky himself, and upon occasion—in her scandal-like portrayal of Dostoevsky's double epileptic fit on their honeymoon, of his unforgettably tragicomic behaviour on the birth of their daughter Sonya, and of the loss of the manuscript of *A Raw Youth*—her writing approaches the quality of Dostoevsky's own.

Given this, the portrait which the *Reminiscences* gives us of Dostoevsky himself is surprisingly unconventional in its conventionality. One looks in vain for an explanation, even an illustration of his spiritual struggle, of that Gothic sweet and sour self-indulgence which Tolstoy called "the kink in his soul". Instead, Anna sees both her husband and herself in the unambiguous and crisp light of humility and reconciliation. While the sincerity of her view is not to be doubted (it does, however, jar with the evidence of her *Diary*), it is, in part at least, explained by her desire to vindicate Dostoevsky's reputation as a man, one which had been gravely impaired in Anna's view by several posthumous memorialists, among them some of the writer's most intimate friends.

Far from being the "Russian Marquis de Sade" (Turgenev) or even a "toothless,

licentious old sinner" (Dostoevsky himself), Dostoevsky is for Anna the "purest of men": he has a "lofty character" and is impeccable in his relations with people, while she for the most part indulges and humours the tenderness of his husband and father, his universal philanthropy, his piety and unwavering devotion to Tsar, and only fleetingly affords us glimpses of a different Dostoevsky, in the several graphic and melodramatic descriptions of his insane and groundless fits of jealousy (in one of these he even comes near to strangling his wife).

Circumstantiality, moreover, eloquently belies omission; no mention is made either of Polina Suslova, (Dostoevsky's former mistress with whom he remained in correspondence for a brief period after his marriage) or of the writer's fascinating relations with Turgenev—and minimal treatment is given to Dostoevsky's passion for gambling. For these episodes, one must look to Anna's infinitely more interesting *Diary*, where they are set out in all the rawness and ambivalence of actual experience.

The little Anna Dostoevskaya tells us of her husband's work is similarly tantalisingly incomplete. If we learn of the autobiographical debt of Dostoevsky's fiction, his difficulty in realizing his ideas in his novels, the tendentious element in *The Possessed*, such information is for the most part incidental, and practically nothing concerning the composition of five of his greatest novels is revealed, despite the close connexion which Anna had with their creation.

For all the concentration on Dostoevsky, he is somehow strangely absent. The real Anna herself, Her devotion to her husband and the way she views everything in her life as determined by her encounter with him and by her own resolution to find

happiness come what may, is a fascinating comment on self-definition. More important, she succeeds in conveying a true impression of the shaping process of life, of her creative progress towards maturity, of the naive young wife to "armour-bearing" the writer, and ultimately successful newswoman and custodian of the shrine.

In addition, there is in her account a terrible poignancy in the gradual, inexorable curdling of her life, a sense of loss, a sense of being cut off from the very sense of life. Lost among the minutiae of his readings, unable to pay for his Pushkin celebrations (she left him the greatest deprivation of her life), Anna admits that even her grief at Dostoevsky's death is usurped by the public nature of the occasion. Yet, in spite of all, her account is still eternal gratitude.

The publisher's recommendation of this translation as "superb" is hardly justified. Although fluent and for the most part accurate, it is, in places, wooden and clumsy, especially in coming to terms with the idioms ("my grief was stormy", "the world would know you'd... go climbing the wall", etc.). More important, it contains a large number of inelegant, literal translations of Dostoevsky's style, and is marred by a number of stylistic incongruities ("a crush on Dostoevsky", "a quickness on the trigger", "Frog" for "Frenchie", and words of "crap").

On the other hand, the book is a superb production with a good introduction, a chronological table, 12 plates, a bibliography, select bibliography, index, and an excellent section of notes which are lively, wide-ranging and discreet. The book is basically the work of the Dostoevsky Society, S. V. Belov and V. A. Tulinovskaya, the translator has conveniently re-edited for the benefit of English-speaking readers.

Naturalist in Britain: A social history. By David Elliston Allen. Pp. 190. £9.00. 7139 0790 8.

Naturalists today tend to use "Natural History" as a gentle term of respect, or to an aspect of science, or to an aspect of life, but they have not yet developed a body of relationships that are regular and which could be called "natural history". Few scientists would therefore call themselves naturalists, and those living biologists who are in Allen's book may take offence at being so labelled; they are probably more to be called ecologists, limnologists, ornithologists or something like that.

Centuries ago this was not so. He called himself a naturalist writing about the voyage of the *Beagle*. He contributed expertly to the sciences that he could but did in no other way. But he was exceptional; few other professional scientists have approached the level of catholicity. Most naturalists have been amateurs, and other talented and wealthy, and time by not pursuing their employment very assiduously, by putting up with a modest standard of living. Many were members of clubs and held honorary positions at the weekend.

Allen has combed the literature for more than 500 specimens of the index and some indication of a person's main activity and interests. But not always. This is left to guess, the profiles of the men for which "Darlington" is a guess, each fairly well known to the general public as an author, a collector, a naturalist.

His men are some non-biological passages also. It would have been easy to state how many men's nests (about 30,000 in 1930) were found in Britain, instead of saying they were counted. There are several rude remarks about Linnaeus, but the supposed defects of his system are compared to the so-called "natural" system not explained.

John Locke had pointed out the argument that the world had in fact been shaped by the same forces that operate today. A generation earlier (1749) Buffon had written: "Nous n'avons car pour juger de ce qui est arrivé et même de ce qui arrivera, nous n'avons qu'à examiner ce qui arrive".

Gradually, men have been less accident prone (though one was run over by a train in a cutting) but made up for this by being excessively quarrelsome. The editor of the *Quarterly Review* is quoted as saying: "Though I don't care for the saying, I do like to see the follow in 'fight'". By the end of the nineteenth century, combativeness characterized geneticists rather than geologists in Britain though, if Bret Harte is to be believed, the tradition was maintained in the United States.

Now I hold it is not decent for a half later, Darwin pointed out that Evolution made sense of classification.

To say another is an ass—at least, to all intent;

back to the question of conscience.

Back to the question of conscience. By Norman J. Bull. Pp. 190. £1.95. 042 347300.

Norman J. Bull (third ed.) By N. J. Bull. Pp. 190. £1.95. 042 347300.

Norman J. Bull (third ed.) By N. J. Bull. Pp. 190. £1.95. 042 347300.

The nature of naturalists

N. W. Pirie

Naturalist in Britain: A social history. By David Elliston Allen. Pp. 190. £9.00. 7139 0790 8.

The story told in this book starts in the seventeenth century when the Society of Apothecaries took control of the drug industry and was able to insist that apprentices could recognise the plants from which drugs were made. Organized teaching was therefore needed. Earlier apothecaries and "wise women" gained knowledge in a less organized way, though they were respected for it. Rhizotomus was an honoured companion of Gargantua. Entomologists, or Auriculans as many preferred to be labelled, got organized in the next century.

Naturalists in this period seem to have been either turbulent or accident-prone. One suffered in the Civil War, two in the 1715 rebellion, the Apollonians lost their rooms and collection by fire in 1747-48, a naturalist embezzled £1,500 from the Royal Society, and their incomprehensible activities in the country put them in danger of arrest as spies or foot-pads.

Towards the end of the eighteenth century, geology became important: partly because so much was being uncovered by canal building, and partly, as Allen emphasizes, through the influence of Hutton and the "Uniformitarian" point of view. Allen may overstate the novelty of the argument that the world had in fact been shaped by the same forces that operate today. A generation earlier (1749) Buffon had written: "Nous n'avons car pour juger de ce qui est arrivé et même de ce qui arrivera, nous n'avons qu'à examiner ce qui arrive".

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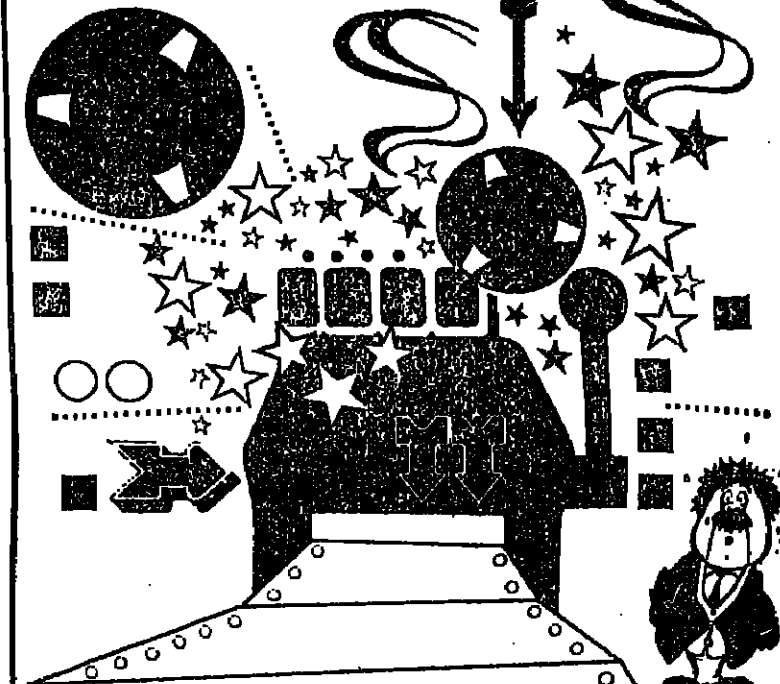
Nor should the individual who happens to be neuter Reply by heaving rocks at him, to any great extent. Then Abner Dean of Angel's raised a point of order, when A chunk of old red sandstone took him in the abdomen. And he smiled a kind of sickly smile, and curled up on the floor. And the subsequent proceedings interested him no more.

In several places, Allen gives useful tentative explanations of changing fashions in natural history. Changes in the medical curriculum affected botany. Rail travel made the country more accessible to such an extent that some rare species were endangered. Before the railway, some naturalists had phenomenal physical endurance: they thought little of walking 50 miles; one walked by an 800 mile circuitous route from Scotland to London in six weeks.

The detailed study of specimens became possible because of striking improvements in microscope design in the 1830s, and became more common because of a five-fold diminution in price in 10 years. The preservation of specimens, both pickled in bottles and in cases, was facilitated by the repeal of the tax on glass in 1845. For as long as there was a tax on paper, publication was expensive. With repeat, small societies could publish the journal, on which much of our knowledge of the activities of Naturalists depends; while educational reforms produced a vastly increased number of readers. Allen attributes an important role in the increasing concern for nature to Lord Northcliffe, who employed several skilled popularisers on his papers.

The early naturalists had a passion for making personal collections of rocks, fossils, shells, insects, plants and stuffed birds. As town dwellers and people without enough money to own guns began to take an interest in the subject, enthusiasm for the last activity waned and was replaced by an interest in conservation and bird-watching. Nature was seen as something to be observed rather than despoiled. Allen makes many interesting comments on the parts played by Kingsley, Morris and Ruskin in starting the conservation movement, and on the activities of those who have kept it going more recently.

COMPUTAPENGUIN



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The Royal Shakespeare Company's Centenary Production of

HENRY V

Edited by Sally Beaumont

Theatre is collaboration. This book explores the collaborative work of one company — the R.S.C., on one play — Shakespeare's Henry V, directed by Terry Hands for the centenary season at Stratford-upon-Avon. The production was staged at a time when the R.S.C. was undergoing an acute financial crisis. The Company was unusually small and the success of the season vital to its survival.

The production first opened in April of the centenary year, after more than four months of preparation and rehearsal. The play was one which both literary and theatre critics had tended to regard as a minor work. Shakespeare's exercise in patriotic propaganda. The director, designer, composer and actors set out to challenge that view, and to re-examine the play, and its relationship with the two plays that — historically — precede it, Henry IV, Parts I and II.

This working text, with commentary and opinions from members of the Company, the critics and the audience is a record of an outstanding achievement. Sally Beaumont, who has been involved with the centenary season from the planning stages has succeeded in reproducing in this volume the atmosphere and excitement of a major theatre company in action.

296 pages (including 24 pages plates) £4 net

Pergamon Press Ltd., Headington Hill, Oxford

26 Books/History

Pro patria mori

Jennifer Breen on the First World War

The Great War and Modern Memory By Paul Fussell. Oxford University Press £6.50. 0 19 215804. Gossip from the Forest. By Thomas Kenenally. Collins £3.50. 0 00 222241 8.

In *The Great War and Modern Memory*, Paul Fussell aims to show how our modern consciousness has been dominated by the First World War—how modes of behaviour, thought, and language have become irrevocably modified by that cataclysm of mechanized destruction.

Subsequent to his excellent historical account of trench warfare in France, he establishes that the imagery connected with the Great War pervades the language and themes of recent fiction, drama, and poetry. The title of Pinter's *No Man's Land* illustrates this point, and Professor Fussell's chapters of social history provide many more details which show the continuing impact of that war on our culture.

One of the author's main contentions, however, is that we must consider seriously since he writes both as a literary scholar and social historian. He is the soldier-author who experienced and then wrote about the Great War never discarding an appropriate language in which to express the new and horrifying methods of destruction: "finding the word 'indescribable' in any but the available language of traditional literature, those who recalled it had to do so in

known literary terms. Joyce, Eliot, Lawrence, Pound, Yeats were not present at the front to induct them into new idioms which might have done the job better. . . . It would take still another war, and an even worse one, before such 'clinical' or even obscure language would force itself up from below. . . .

What "idioms," we wonder, could Yeats or Eliot have suggested which would have been more appropriate to this subject than those created by Wilfred Owen for "Anthem for Doomed Youth" (1917) or David Jones for *In Parenthesis* (1937)?

In his final chapter, Fussell concludes that writers about warfare, especially the Great War, were repressed by conventions and laws which prevented them from describing the sexually perverse and obscene material which was later to become integral to Thomas Pynchon's *Gravity's Rainbow* (1973), and some of Norman Mailer's fiction. Yet such explicit documentation of man's perverse fantasies about sexual and military aggression is not the only adequate artistic method of revealing the nature of modern mechanized warfare.

In Stephen Crane's much earlier novel, *The Red Badge of Courage* (1895), for example, which is about the American Civil War, we can find an artistic revealing by impressionistic suggestion, rather than clinical documentation, the horror of increasingly mechanized battles which were precursors to the twentieth-century firestorms. Since Professor Fussell provides no biblio-

graphy, it is not possible to see whether he considered Crane's novel and other literary works which seem to contradict his war literature.

Thomas Kenenally's novel, *Gossip from the Forest* (runner-up for Booker Prize), exemplifies Fussell's perception that the World War has taken root in the consciousness. Kenenally weaves together legends and about the 1918 armistice negotiations in the forest of Compiègne so as to create a convincing fiction of the personalities behind the peace of 11 November.

Marshal Foch, a consummate merciless bully, is presented as the English First Sea Lord, Wemyss, and the obscure democratic leader of the envoys, Erzberger.

The Germans, Kenenally were thus partly forced to the crippling armistice terms. Kenenally's technique of presenting each episode under subheadings, the characters' dialogue in the form of a play script, and a cinematic effect, which is the novelist to oscillate between the states of mind of Allied leaders and those of the man pliantmentaries.

Kenenally's art vividly shows past events, making the soldier's work seem a somewhat alternative.

Conflict or cooperation

A. S. Abraham on race and society

Race, Class, and Power: Ideology and Revolutionary Change in Plural Societies. By Leo Kuper. Duckworth £4.95. 7156 0757 X.

In his preface to this book, Leo Kuper says: "My own deep commitment is to interracial cooperation in achieving radical change by non-violent means." But he concedes "that there is a tension throughout between this commitment and the attempt to confront some of the intractable realities of social conflict, and that this tension is not resolved."

The succeeding chapters describe, analyse and explore this tension: the forms it takes, the combination of factors that causes it, and the varying remedies put forward to resolve it. The sweep of the argument takes in Panon and Marx, racial conflict in America and Africa, how such conflict is perceived by the participants, how it differs from one type of society to another, and so on. The issues are presented simply and discussed coolly and rationally; there is none of the "committed" analyst's passion here, nor, on the other hand, the value-neutral "objectivity" of the academic sociologist.

If the book has a theme, it is, as the author puts it, that "revolutionary struggles in racially plural societies are not to be equated with class struggles . . . the action of classes must be set within a broader framework, which takes the racial conflict as a central phenomenon in its own right. Emphasis on the primacy of economic processes may be misleading when applied to the interpretation of these revolutionary struggles or to the planning of strategy."

While this is a rebuttal of the approach adopted by "mechanical" Marxists, it is also a warning to revolutionaries that if they wish to succeed they will have to take into account the complexity of plural societies in which groups may be organized on lines other than class interests.

In India, for example, caste-

loyalty is frequently stronger than class affiliation; members of the same caste or sub-caste may belong to not merely different, even antagonistic classes, but does not prevent them from fighting their interests with the caste or sub-caste as a whole, rather than of the class to which they belong.

Likewise, in plural societies, rural or urban proletariat are made up of different racial groups, each of whom feels in class solidarity more than in class solidarity. It is important to it than its class solidarity with them. To dismiss deep-rooted perceptions of "race" as "superstition" or "false consciousness", and to conclude that they are all disguised manifestations of class conflict, is to be guilty of the kind of dangerous oversimplification Dr Kuper is combating.

Certainly, it often happens that racially dominant groups are economically the top dogs; but Dr Kuper does not deny that he insists, quite rightly, that racial aspect is not a mere reflection of, nor a mere reinforcement of, economic set-up; it has its own value for which it cannot be made do allowance.

But Dr Kuper can be faulted. His avowedly "liberal" commitment to non-violence in racial conflict is radical change in racially plural societies. "The intractable reality of social conflict", then, is that such change must be violent. In any case, what is violence? Is it merely the causing physical harm to a person? What about the violence of the kind which South Africans or Rhodesians perpetrate against the black majority? Is the domination by one racial group of another, however benevolent it might appear to be, essentially an act of violence?

In any case, even if violence should be avoided, is this possible? Has "interracial" cooperation the kind Dr Kuper has in mind, or, on the other hand, is it a fine piece of analysis of the situation in plural societies of race, class and power? Dr Kuper's book is a masterpiece of analysis, but as utopian as the analysis is

27 Books/Politics

Children's Literature

Roundheads and Cavaliers

Robert Fox

The Colvins of Shipley Court. By V. C. Clarke. Blackie £2.95. 0 216 89712 2.

It is a matter of hot debate how the population of England was changed by the civil conflicts of the Wars of the Roses and the clash between king and parliament 200 years later. Letters such as those of the Pastons confirm a lively interest in the affairs of the capital by the gentry in the country, and the reading of the causes behind the clash between Lancaster and York. The seventeenth-century conflict was signalled well enough, and long enough; the seeds were sown in the constitutional clashes of James I, and even in the reign of Charles I, as attempts to rule without parliament, pressing antique feudal rights and tax without votes of supply, accelerated the pace.

Events in Ireland, as with the Wars of the Roses, precipitated the search for a suitable display of courage on the field, he returns home only to find the escape of the Royalist cavalry general, Prince Rupert, through the monastery tunnel, while troopers under the young Benson search Shipley Court. The complaint is returned a day or so later when the younger Colvin helps Cromwell on his way down into the bottom house when the superior royalist force arrives. With the historical account thus neatly balanced, the story closes.

The flavour of the detail is that of near-history, rather like near-beer. The facts are depicted clearly enough, but their relevance to each other is vague. The date of the

early death of the father at sea. Their neighbours are the Standings, aristocratic Catholics, and the Bensons who are busy refurbishing Parkenden Place with brass made in the city. The thunder clouds of civil war are lowering: Margaret Colvin, the mother, says "I don't want my family to take part in the quarrel that seems to be breaking out between our King Charles and his Parliament". She thinks it is something like the Wars of the Roses, but is uncertain. This at a time when the commissions of array and militia ordinances were out levying troops in a part of the country where the gentry had been more affected by the taxation of Charles's personal rule and the first session of the Long Parliament than their social peers in almost any other part of England.

The Buckinghamshire hero of the parliamentary cause, John Hampden, steps into the story as the house-guest with his cousin Oliver Cromwell, of the parvenu Benson family. A dispute over land starts the search for a suitable display of courage on the field, he returns home only to find the escape of the Royalist cavalry general, Prince Rupert, through the monastery tunnel, while troopers under the young Benson search Shipley Court. The complaint is returned a day or so later when the younger Colvin helps Cromwell on his way down into the bottom house when the superior royalist force arrives. With the historical account thus neatly balanced, the story closes.

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dissolution of the monastery before Shipley Court is built is given as 1534 when all monastic orders were dissolved. Some few orders were disbanded that year, but a monastery with land would not have been unencumbered till after the visitations and assessments of the year after at the earliest. As every school date list shows, Thomas Cromwell's main disposal of monastic lands took place from 1536 to 1539. There are slips in vocabulary; "bales" of hay, and "powder monkeys", a naval term not used till after the Dutch sea wars. Such minor lapses are shown up by the flatness of the characters which the author supplies too plentifully to handle adequately in the opening pages. There are 12 children's names to contend with; and their behaviour resembles that of an inflationary version of E. N. Dilton's Famous Five. Remarks such as "Girls—trust them to make a fuss" and "Cheese cakes and rabbit pie—goody, goody" abound. Infelicity is matched by crassness: "the day's all spoilt now" says a child on the news of Edgell's slaughter.

The weaknesses in style, plot and character could surely have been dealt with by a publisher's editor. Much of the writing has the air of a first draft. Fiction in this genre can often be the most enjoyable and challenging way of introducing lively readers to the complexities of important aspects of history, but here the opportunity is lost.

Our first glimpse of Cromwell is a stranger with sober clothes and short-cropped hair, and the child from court six wars on his face before a beetle is squashed on his "large fleshy neck" by Thomas Colvin. No portrait of Cromwell shows him as having less than there had been better cropping of the "large fleshy neck" discourse of what should have been an exciting and valuable book.

Source book

Catherine Basham

British Political Facts 1900-1975 (4th edition). By David Butler and Anne Simon. Macmillan £15. 333 17838 6. Paperback £5.50. 333 03360 4.

The need for a fourth edition of a work first published in 1963 is its own evidence that a requirement is being satisfied. An initial temptation to regard this as the essential tool for a would-be mastermind has been firmly rejected. There is little doubt that serious students of politics and their teachers, no less than readers with an insatiable curiosity for minutiae, will turn to this compilation with relief.

Substantial amounts of detailed information are given about ministers of the Crown since 1900. The section on political parties may contain at least one surprise for those who equate sponsorship with Labour membership only. Quite apart from the host of statistics, much helpful information is given about political parties and institutions. This is evident from the pages on committees in Parliament, on Royal Commissions, the legal system, local government, the House of Lords, and the House of Commons. There are chapters on employment, economics, international relations, the press and religion. Extensive references are given to the enormous detailed sources on which the authors have drawn.

Occasionally, the method of tabulation produces obscurity and information. A delightful addition is a selection of quotations—it may be that not every author would like to be reminded of his words. This is for those who like myself are fascinated by such compendia as Whitaker's Almanack.

Andrew Currie

The reasons why

Catherine Basham

Making Sense of Economics. By Ross Chapman and Juliet Solomon. Fontana/Collins. 50p. 0 00 633325 7.

Strangely, since economics is not a difficult subject to master, attempts to popularize it are rarely successful; either complex theory is oversimplified, which is dishonest, or the spelling out of the complexities is boring and sounds rather far-fetched. This attempt is different. There is little doubt that serious students of politics and their teachers, no less than readers with an insatiable curiosity for minutiae, will turn to this compilation with relief.

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Science

Commissioned by Chelsea College Centre for Science Education

Cultural practices

by John A. Barker and John May

Harris Xenopus Kidney Tissue Culture Kit
Philip Harris Biological Ltd, Oldmixon, Weston super Mare, Avon BS24 9BJ, £9.80.

The kit arrives carefully packed, and containing the following items: tissue culture flask, containing *Xenopus* kidney cells, growth medium, amphibian phosphate-buffered saline (APBS), enzyme solution, sterile petroleum jelly, 10 sterile tissue culture grade Petri dishes, four 5cm³ sterile plugged pipettes, one 1 cm³ sterile plugged pipette, 10 7.5 x 2.5 cm microscope slides, and 18 x 18 mm cover slips. There is also a reprint of articles by M. Balls and P. Godsell on animal cells in culture, and a set of teacher's notes.

A few years ago, culturing living cells was a highly specialized technique practised in universities and research institutions. Now, it is possible to culture amphibian kidney cells in schools. This kit has been introduced following the work of M. Balls and P. Godsell at the University of East Anglia, and with it students can observe live individual vertebrate cells and follow their development through a cell division; a far more real biological experience than the use of stained dead material, slides or even a film. The great advantage of using amphibian cells rather than those from birds or mammals is their response to temperature. Since amphibian cells grow well at room temperature, they do not need incubators. The cultures can be held back in a refrigerator for up to a week, and as a final bonus, the cells are comparatively large and can be viewed microscopically using an X40 objective.

When the kit arrives, the cells are present as a single layer on the side of the culture flask. The concentration of cells in the layer must be assessed before transfer. In the kit received for review, there were insufficient cells in the layer, and as subculturing was to be carried out five days later, the culture was left in a refrigerator for three days and at room temperature for the last two.

Subculturing involves removing the cells from the flask and transferring them on to a culture dish. The dish is prepared with sterile cover slips so that a monolayer of cells will develop on the upper surface of the slips, which can then be removed and the live cells examined under a microscope.

The instructions were carefully followed. A proteolytic enzyme solution is used to detach the cells from the surface of the culture flask before transferring them to the culture dish. There were some difficulties at the beginning. Not focusing on top of the culture flask. If the tube is lowered too far, the cells may not be seen clearly because of the depth of field. The indication of the position of the cell layer was incorrect in the flask examined, but this may have been due to changes during transfer. Also, the drawing of the cells in the teacher's notes did not greatly resemble the shape of actual cells.

Elaborate directions are given to ensure sterility in the preparation of culture dishes. After degassing with ether and dipping into absolute alcohol, we flame-sterilized the cover slips. This procedure was tiresome but spectacular. We started a small fire. There are no fire hazard warnings in the instructions, nor do they mention any need for sterile technique during cell transfer. Our culture became contaminated with a fungus, and we had to start again. This time the cover slips were sterilized in a hot air oven; a much

more satisfactory arrangement. Why no mention is made of the suitability of the Harris transfer cabinet (previously reviewed in the TES) to reduce the contamination is a mystery.

Our second attempt was more successful: the culture grew well. Cell observation was relatively easy, interpretation more difficult. Although, with carefully adjusted illumination, an ordinary microscope can be used, phase contrast is essential to get the best out of the preparation. Reprints of two articles from the *Journal of Biological Education* are included with the kit, the first being "Animal Cells in Culture—methods for Use in Schools" by Balls and Godsell. This contains several black and white photographs of cells in division. Even using these as an aid, precise identification of the stage of division was difficult, emphasizing the point that cell division is a dynamic process. No doubt practice would make this much easier. The second reprint from the journal was concerned with the more advanced techniques of autoradiography and would be particularly valuable for use in tertiary education.

The investigations suggested in the instructions and reprinted in the first article include the observation of mitosis, cell growth and contact inhibition. Time did not allow extensive investigations, but those into cell growth were readily carried out and the effects of temperature differences noted. At 20°C time from prophase to the separation of daughter cells is about 45 minutes, so allowing for setting up a student could see a complete cell cycle in a double period.

This is not an easy kit to use, but the results are certainly worthy of careful technique. It is admirably suited for sixth-form work and at the current price represents good value. Perhaps Philip Harris Biological could consider rewriting the instruction sheet to allow for the average biology teacher.

Pollution indicators

by John A. Barker and John D. Wray

Air Pollution, Stream and River Pollution, Introductory study packs, £9.75 each. Philip Harris Biological Ltd, Oldmixon, Weston super Mare, Avon BS24 9BJ.

These two packs replace the water and air pollution kits, produced by the Advisory Centre for Education in 1972, which are no longer available. Each pack contains materials for 10 students or groups of students.

The air pollution pack consists of 10 copies each of a six-page booklet, and a leaflet containing information on how to conduct a lichen survey to classify an area into a pollution zone. The third sheet shows a set of colour photographs of key types of lichen as a guide. The set also contains brief teacher's notes suggesting sources for further information. The stream and river pollution pack is similar, with sets of student material. It contains an introductory booklet, a leaflet with notes on the survey, a pro-forma to complete and an identification sheet. There are also teacher's notes.

The ideas behind both sets of materials are simple: that the presence or absence of particular indicator species can be used to measure the pollution of a particular environment. The fact that some organisms are sensitive to pollutants in their environment has been known for more than 100 years, it has only been used as a monitoring gauge in the past 15 years or so. The technique has filtered through into school courses fairly recently.

The essential part of both packs

is the identification sheet, contains high quality photographs of organisms which can indicate degree of pollution or purity of air or water.

The lichen identification chart relates the presence of particular lichen to the amount of sulphur dioxide in the air. The scale is from zone 0, in which sulphur dioxide content is less than 170 µg/m³, to zone 4, which contains less than 300 µg/m³ of sulphur dioxide, in luxuriant shrubby lichens, *Ulex* and *Lobelia*, thrive.

The aquatic organisms identification chart relates the presence of general pollution, on an eight-point scale from A, the least polluted, to H, the most polluted. In zone A is an indication of the amount of oxygen in the water. The stream and river pollution pack also contains a detailed description of each indicator organism.

The study sheets give a background to the study, and this is not so wide-ranging as the original ACE pack. The survey report pro-forma is designed and could form the basis of some good project work.

These two packs make a welcome addition to the resources of biology or environmental science teachers; they do not assume a deal of previous experience and are largely self-explanatory. It is hoped that teachers will find them as a useful tool for further project work. They also serve to awaken the interest in lichens or aquatic plants in their own right, and the variety of invertebrate life to be found in water.

John D. Wray is Warden of ILEA Teachers' Centre at the London Zoo.

Most of the cards simply try to get the pupils to remember things they have done. Subjects include a photograph of a child blowing his birthday candles out, watched by his friends; a football crowd; four children playing musical instruments; a family shopping in a supermarket. There is an entertaining picture of a family struggling through a change of clothes on an English beach.

On other cards famous paintings are reproduced: Walter Rayleigh's boyhood, Renoir's umbrellas or Breughel's "Children's Games". Both illustrations and questions are straightforward, emphasizing children's emotional reactions to familiar situations. The questions can be searching: "Have you ever been to a party you didn't enjoy?" or "Have you ever felt lonely at playtime?" but they are never complicated.

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Half-baked Piaget

Robert M. Povey

I have recently had experience of using Teachers' Certificate and students from a number of ages of education. In answering questions concerning the relevance of Piagetian ideas to teaching, I reiterated the view that children cannot form concepts until, at the earliest, four years of age, probably not until seven or eight. Here are some examples of comments:

"Concepts can only be acquired from four onwards."
"Not until the age of four or five the child distinguishes between characteristics which mark objects and those which mark people."
"Pre-conceptual (two to four years), where everything on four is a dog and any man is a dog."

No distinction between generic and specific terms, little point in anything other than play.

These are statements made by able pupils. I believe they are representative of a widely-held view among student teachers that pre-school children cannot form concepts, and, in particular, that they are unable to acquire "generic" or "class" concepts. This view is often based most staunchly by those who waste like slaves when subjected to even a minimum level of conceptual analysis in the light of the accumulated experience of teachers' parents, and in the light of such evidence.

Why do we find such statements throughout students' writing and discussion? First, because of the theoretical assimilation of "pre-school Piaget" (of whom much is said but little read), and second, because much of the Piagetian theory of conceptual development of children at the pre-school stage is insufficiently substantiated.

Students usually have neither the resources to dispute the conclusions which are presented as established fact in texts published by authors of Educational Psychology, states that the stage of pre-school intelligence (two to four years) is the phase where the child is beginning to develop concepts, and before he is capable of distinguishing between the specific and the generic concept relating to an individual object, and the generic concept relating to a class of objects.

The author widely used text—Piaget's *An Outline of Piaget's Developmental Psychology*—we are told that the child is still unable to distinguish concepts. That is to say, he does not use a word to one class of objects.

Students also tend to accept without detailed analysis statements such as that made by Piaget, that the simplest operation is concerned with classifying objects according to their similarity and difference. This is accomplished by including sub-classes within larger and more general classes, which implies logical inclusion. Such a classification, which is very simple at first, is not acquired until around seven or eight years of age.

This statement rests on an inadequate empirical base, and does not accord with the observation of children's everyday behaviour. If the child's pre-school child's concepts are as simple as "food" and "people", are frequently used in Piagetian view, such is the strength of the Piagetian legend.

There are students who read

Ideas, argument, experiences, research

the adults' use of such terms. My own research also supports the conclusion that pre-school children can be seen to possess a working understanding of generic concepts, providing we test for such concept acquisition in a manner appropriate to the age of the children. Piaget and Inhelder have tended to use oral questioning, and in investigating generic concepts they use questions involving the terms "all" and "some" as the crucial questions. For example, the child is shown a bunch of flowers, including tulips and some other flowers, and asked: "Are all the tulips some of the flowers?" In addition to the oddity of such questions, they appear to place a premium on a child's verbal facility and understanding of language, rather than on the understanding of class concepts as such.

This criticism has also been advanced by Berke and Brown in relation to Piaget's "conservation tests" in the book edited by Mussen (*Handbook of Research Methods in Child Development*). It seems that the Piagetian tests of concept acquisition are inappropriate when applied to pre-school children, and give a misleading impression of the stage at which children are capable of understanding generic concepts.

In our research we devised a series of concept acquisition tests (HAPCAT) which we hoped might prove more appropriate and sensitive. These mainly pictorial tests, which are available from NFER Test and Guidance Services, were given to 56 children between two years four months, and four years 10 months.

The sample had a normal distribution of IQ scores and socio-economic backgrounds. To test "specific" concepts the children had to identify pictures of 16 objects ("egg", "girl", "apple", "man", "spoon", "cup", "dog", "cat", "fish", "bird", "house", "car", "tree", "flower", "leaf"). For the generic test the child had to select pictures which depicted certain concepts ("food" and "people") from a number of distractors ("toddler", "bear", "dog", "cat", "fish", "bird", "house", "car", "tree", "flower", "leaf"). These tests were then followed by verbal questioning.

On the test items involving specific concepts we found that 84 per cent of the sample were able to identify most of the pictures correctly. Further, more than half the sample of pre-school children also selected the pictures of the generic concepts accurately, and nearly a third of the children gained completely accurate scores on both the generic test and the follow-up questions.

The results suggest a substantial proportion of the two to four age group are capable of understanding the essential attributes of a number of generic concepts, if given test items appropriate to their age.

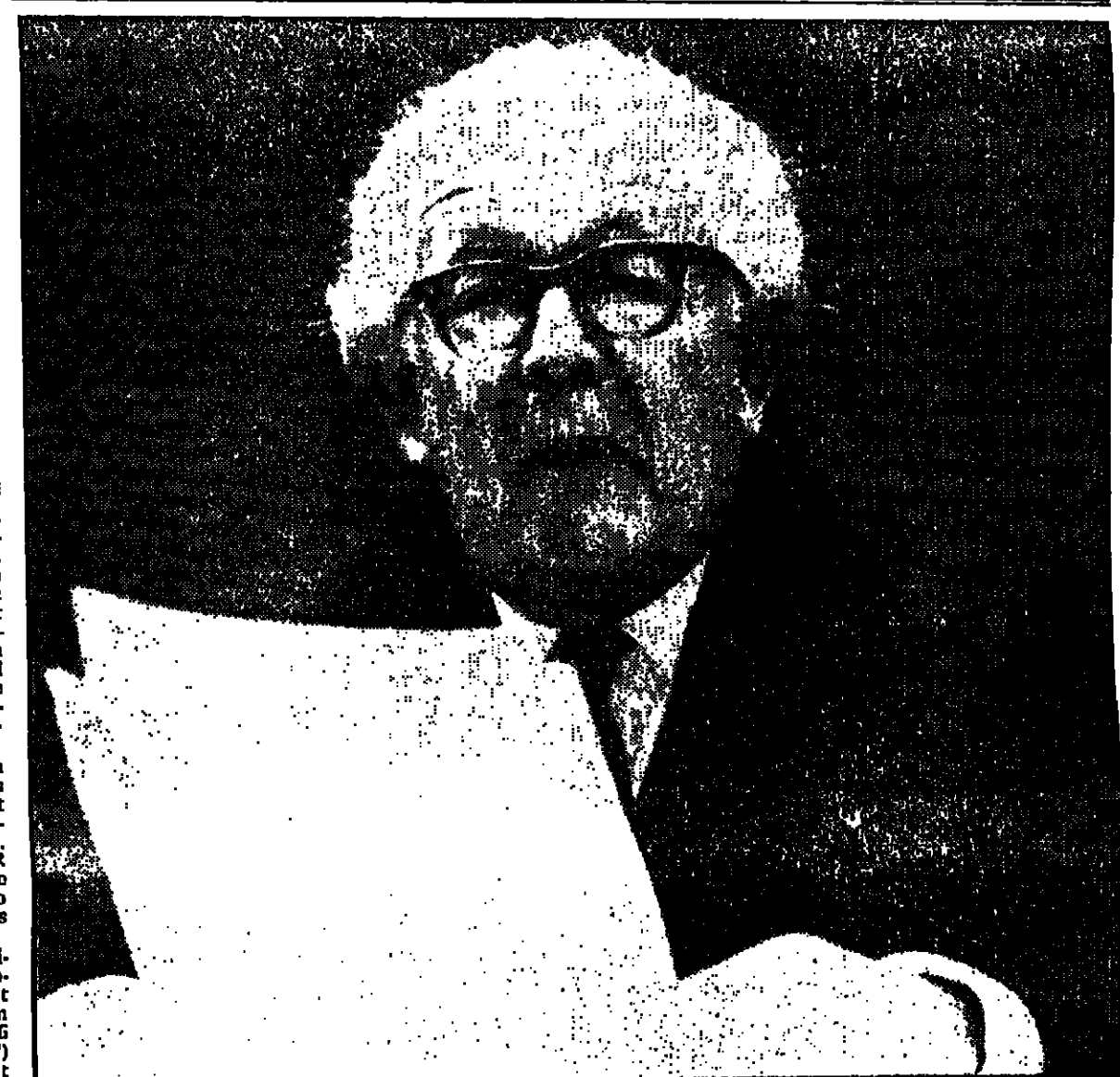
The HAPCAT items showed a good level of discrimination between children of different age and ability levels: the higher the age and ability level the higher the scores on the items. In contrast to this, the Piagetian questions which we also gave to 29 of the children (seven of whom answered all the questions correctly) showed no such discriminatory powers, and appeared to offer very much less sensitive measures of concept acquisition.

That children of this age are not able to form generic concepts appears to be at variance with much of the available evidence and with parental experience. Student teachers, and even student teachers who are parents, have tended to ignore the evidence of their own experience in favour of the Piagetian view, such is the strength of the Piagetian legend.

There are students who read

TALKBACK

Student teacher views on Piagetian theory



Jean Piaget—do students too readily take his ideas as gospel?

books about Piagetian experiments, and conclude that infant school education has little to do with activities involving reading and number, but mostly with play activities such as pouring water into tall, thin jars, and then into wider, flatter jars. Blind faith in the master may save pupils' souls from formal operations before time, but it also breeds a race of teachers devoid of common sense.

Children undoubtedly do develop concepts at an early age (some, of course, more rapidly than others), and the extent to which they develop such concepts may depend to a considerable degree upon the language used by adults when talking to them. Should nursery and infant teachers consider children to be unable to acquire concepts, then their own teaching behaviour could well help to justify their erroneous beliefs.

It is important that Piaget's work should be sensibly interpreted and viewed in the context of other work on concept acquisition. Some of the sections in standard textbooks on concept development would benefit from modification, to take account of non-Piagetian evidence in the sphere of concept research. It might then be possible to move student teachers towards a balanced diet of well-substantiated theory and sound common sense. In this way they may come to look at children with a more open viewpoint, and find them to have capabilities they dreamed not of.

Robert M. Povey is principal lecturer in education at Christ Church College, Canterbury. The research study, reported in the June 1975 issue of *Educational Research*, was carried out by the author and Eric Hill.

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Stepping stones to writing

by Anne Barnes

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Other ideas are more deliberately imaginative. There is a map of a desert island, a card full of beautiful green dragons, a "croopy" featuring a green dragon's head and a spaceman's photograph of the moon's surface. The questions on these cards are low-key, leaving children and teachers to approach the subjects in their own way.

There are also a few glumstick cards. One shows a picture made by dropping a piece of thin string into a bottle of ink, then placing the string on a piece of paper. The children are asked to do the same thing themselves and then write a story about the most interesting picture they produce.

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Preparing for the seashore

AT LOW TIDE

Marine biology can open up a whole new world writes R. C. Vernon

It sometimes happens that an interest stimulated in childhood or early youth becomes a life's work. More frequently, it becomes a life-long mode of relaxation, a valuable escape from the pressures of earning a living.

I expect we must all know some enthusiastic bird-watchers, and I have known several keen and knowledgeable botanists. The person who is interested in and well-informed about marine biology is, however, a rarer species, and this is a great pity because, given access to the seashore, a whole new world full of interest is opened up. There is no greater pleasure than to describe shore animals to children who have been attracted by a grown-up with a magnifying glass obviously looking for something among seaweed.

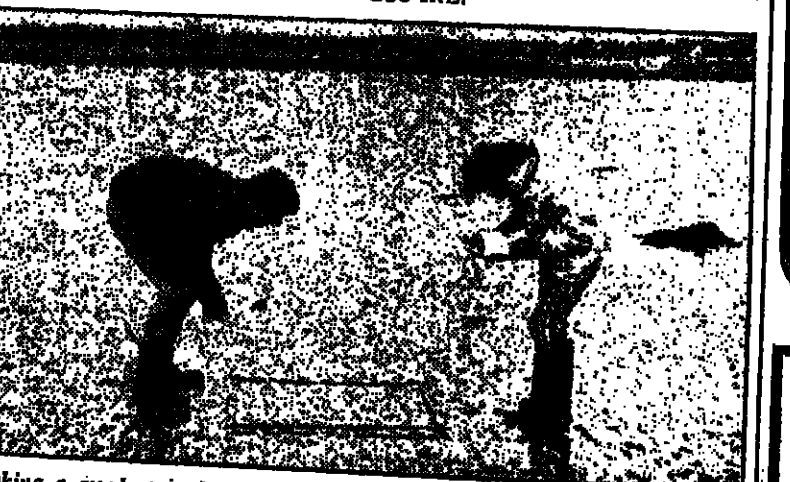
Indeed, there can be few greater pleasures to the young people themselves, given a little knowledge, then to work along a shoreline at low tide looking for the fascinating animals and plants to be found there. Fortunately, this enthusiasm can be guided so that it can be instructive as well as pleasurable.

The Field Studies Council in their statistics for 1974 show that out of a total of 15,966 visitors who attended one-week residential courses, 4,578 attended the three centres (Dale Port and Orleton, in Devon; and Slapton Ley, in Devon) where the biology of the seashore can be studied. Of these 4,198 were described as "sixth formers, etc."

No statistics, however, can reflect the atmosphere in a field study centre (and I speak from experience gained in a week spent at Dale Port on a special research project) nor the enthusiasm with which the visitors and staff enter into the spirit of meeting the inquiring young mind. For many young people, apart from work in a residential laboratory, such a week's encounter with the delightfully messy process of collecting, sorting and identifying the collection and the subsequent study of identified specimens under laboratory conditions. A week spent at a field study centre can be the foundation of an knowledgeable approach to biology in general and the science of the seashore in particular.

For those who cannot spare a week or afford the fees at field study centres, practical work can be done in some of our museums for a modest cost. The British Museum (Natural History) are this year (May 10 to 12 and June 7 to 9) organizing two courses called "Seashore Ecology" to follow up other successful courses.

Field Studies Council, 9 Devereux Court, Strand, London, WC2R 3JR.
Mrs J. Pope, British Museum (Natural History), Cromwell Road, London, SW7 6BD.
The Horniman Museum Education Centre, London Road, Forest Hill, SE23 3PQ.
The Royal Scottish Museum Club, Chambers Street, Edinburgh, EH1 1JF.
Museum Education Services, from Miss U. Airey, City Museum, Bristol, BS8 1RL.



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OWN ON THE FARM

Mr. Surridge on farm visits and the Association

Agriculture who help to arrange them

...a craft until lately much neglected in the schools, seems to be taking out fresh life from teachers' imagination. In consequence there has been a considerable rise in the demand for visits and some farmers are reorganizing their arrangements to profit from the new mood.

Each of the responsibility for this must be placed at the gates of the Association of Agriculture. The indefatigable secretary, Miss Bostock, who not only organizes hundreds of farm visits every year but also operates an extraordinarily wide-ranging advisory service.

The Association of Agriculture set up in 1947 to counter the growing gulf of misunderstanding between a dwindling number of countrymen and a growing population that was mauling its roots and in danger of losing its origins. Farmers, with memories of the wasted 1930s, had been supporters of the scheme from the beginning and there is an enormous eagerness among them to explain their way of life.

The demand for farm visits is now such that Miss Bostock fears that the enthusiasm may evaporate. It is almost embarrassing and have to protect the farmers to the extent for fear of antagonizing them. After all, they are running businesses and every hour given up to visitors means lost income. The agricultural community has been extraordinarily generous in this way; we have to see to it that it is not abused, as it very easily can be, particularly for farmers in the vicinity of towns.

It is that those seeking help are first confronted with the detailed questionnaire designed to help them to check their planning. The form was not intended as a barrier, it seeks only the information necessary to ensure that farm visits are compatible with the needs—but it does effectively ensure the over-causal.

Probably about 60 per cent of those who approach us really have some trouble and know what they are about. Miss Bostock told me that she showed me some of the applications, among them many requests to see sheep shorn and two or three visits for 120 children and there was the teacher English seeking background for study of Orwell's *Animal Farm*.

Teachers are expected to show that their projected visits are part of serious projects that will continue afterwards. Those whose plans are accepted must first visit the farm selected, to meet the farmer and to plan the visit. For most of them this will probably be a mixed farm so that the children can see a wide range of activities.

Sometimes organizers of parties ask to see a typical farm, and they might be surprised if they could see the sudden smile as Miss Bostock's eyes light on the innocent phrase. "There is no such thing," she assured me. "In England no two farms are alike. They vary with the personality of the farmer. Even their terminology differs according

to the part of the country." Miss Bostock should know; she has produced more than 30 studies of individual farms "and every time," she said, "I had to start afresh".

The results of her fieldwork are available, invaluable aids to understanding. Each of them first paints the general scene, the local geography, the setting of the farm, the type of produce and the marketing operation. Then come the details—how the farmer began, his business policy and the reasons behind his methods of working. Often there is a paper by the farmer himself explaining the reason for his decisions in an easy, conversational manner that is not at all formidable reading.

In the days when much was made of the British Commonwealth similar studies were produced on farms in Canada, Rhodesia, Australia and New Zealand. Regrettably the cost of fieldwork of that kind has priced the overseas studies off the market. The association still has a small stock of the studies carried out in Australia and New Zealand but once sold they are unlikely to be reprinted. The studies cost between £1.25p and £2.25p, plus postage, and they may be obtained from the Association of Agriculture at 78 Buckingham Gate, London SW1.

Among other publications, including some objective discussion papers on currently controversial topics, the association offer an enormously valuable *Bibliography of Sources for teachers interested in agriculture*. This costs a modest 95p and it is worth every penny of it.

The Association of Agriculture is an educational charity run on a subscription income that brings in £25,000 a year, none of it from government sources, and it is hardly surprising that inflation is beginning to worry them. Last year this factor added £2,000 to the rent alone and it must be reflected in every other corner of the budget. This is already beginning to affect some of the services offered—farm visits are arranged for a fee of £1, incidentally, which seems ridiculously cheap considering the amount of time and effort that can be involved and even quite complex queries are answered free.

Occasional conferences are still held for the benefit of educationists and others, but the introductory courses the association used once to run for teachers contemplating their first farm visits have gone and there is little prospect of any of the new developments that the growing interest calls for. "It really is very difficult to keep going," Miss Bostock told me, "and one wonders what will happen. We got occasional small token grants from local education authorities but the Department of Education and Science contribute nothing at all."

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advertisement
on page 19



The National Trust for Scotland representative with schoolchildren at Craigmillar Castle.

I'm stuck on the kind of skin it has.
Is it a reptile or an amphibian?
To tell what kind of egg does it lay?"

The children crowded round the show-cases in the Royal Scottish Museum, Edinburgh, and questioned each other continuously, as they clutched the slabs and were told about them by the guides who had been given. They had seen a slide shown in the lecture theatre, and they picked most graciously the same old twilight picture of a Water, On to the water.

"We say now just inspecting the fossils in displays relevant to this subject,"

Children interested in architecture would particularly like to see Culzean Castle, which is under design. There is an exhibition of estate development, and rangers are about the local natural history. Another thing worth for Scotland venture, the George Hotel in Charlotte Square, Edinburgh, shows authentic furniture of the period by guides in the costume of that time.

Scraps it is in natural history that new developments have been made in recent years. Many nature trails and parks have been created to show the public the riches of our land, and also animals which we would not normally see outside a zoo.

There are other things at the Salga, in Britain.

Away from the museum things, there is machinery for instance East London, or the Bean Pumping station, now acclimated nuclear things," one of them said.

"Children things," one of them said.

And they can't see the Macdonald's.

But interestingly, only one of the new taxidermy school graduates is now taking part in: the Parno and Blontyre, St. Kilda as members of the Loch Trool Naturalists' Club. Edinburgh, were taking part in the Spring Interlink project run jointly by the Royal Zoological Society of Scotland, the Royal Scottish Museum and the Royal Botanic Garden. A syllabus of subjects has been compiled which is to be studied on linked visits to places of these places—surely a very timely and timely way to give children a thorough insight into the subject they are tackling. Children from all over the country may join in and details can be obtained from the Education Officer, the Zoological Society of Edinburgh.

But Interlink is only one of the many interesting projects which are now taking part in: the Parno and Blontyre, St. Kilda as members of the Loch Trool Naturalists' Club. Edinburgh, were taking part in the Spring Interlink project run jointly by the Royal Zoological Society of Scotland, the Royal Scottish Museum and the Royal Botanic Garden. A syllabus of subjects has been compiled which is to be studied on linked visits to places of these places—surely a very timely and timely way to give children a thorough insight into the subject they are tackling. Children from all over the country may join in and details can be obtained from the Education Officer, the Zoological Society of Edinburgh.

allow working party, Burns Cottage at Alloway, Aherfoird, the Isle of Arran to study birds, the many nature reserves in the country. The duty is enormous.

Let us look first at a few of the centres of historical interest. The Arbroath Abbey, founded in 1176 by William the Lion, where the Declaration of Arbroath asserting Scottish independence was signed. Robert the Bruce as King was crowned in 1320. (This visit, incidentally, could be combined with a visit to the Arbroath Cliffs Lighthouse, and the varied nature, animal and birdlife interests.)

The National Trust for Scotland are special educational arrangements at Bannockburn, with a half-price student exhibition of the battle in two theatre trips here and there in Striving Castle and Wallace Monument. There is a audio-visual theatre display of the battle and a battle exhibition at the Pass of Killiecrankie.

Particularly exciting to children are the beasts of the jungle, and these can be seen at the drive-through Safari Park at Blair Atholl, Stirling. In the event of any mechanical failure, running out of petrol, etc., you can get out and wait in your car. The "White Hunter" the brochure states dramatically. In the reserves now, tigers, elephants, zebras, monkeys, and a hippo pool. Safari buses are available to those without transport, and there are reduced rates for coach parties of 20 or more.

At the Highland Wildlife Park at Kinloch, Kinrosshire, there is emphasis on Scotland's animals, past and present. For the first time since 1742, wolves can be seen in the Highlands, and there are wandering in the scenery red deer, European bison, wild horse, zoe deer, Soay sheep, wild goat and Highland cattle. There are also, of course, all the splendid birds of the area to be seen. In Angusshire

an out-in-schooling party, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585

JULY TO DECEMBER, 1978

Compiled from the English edition. Items in the Scottish edition only
marked (Sc) after page number

(1) Letter to the Editor (15) Speech or Statement (Sc) Scottish Editor

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The Times Educational Supplement

A multi-column index listing various educational topics such as Education Authorities, Councils, Schools, Universities, and specific subjects like Mathematics, Science, and Languages.

SAESON AR WASGAR

Roy Blatchford describes a visit to Wales made by children from Stockwell Manor School, London

The Rock Park Centre in Llandrinod Wells (once Radnorshire, now Powys) had been organising and giving a visit during the Centre's first year to a party of middle school children from Southampton. In November 1974 we sent out an exploratory letter to parents outlining our intentions to spend eight days in an area of outstanding natural beauty far removed from our own immediate inner-urban environment. Response was encouraging. Thinking in terms of a final group of 40 boys and girls, with four members of staff, a provisional booking was made.

Then began the uphill progress of gathering weekly contributions from the pupils (with reminders to the handful who inevitably fall behind), banking money, applying for grants for necessitous children (SWO wrangles), sending deposits a couple of months in advance to cover camp and catering, typing coach contracts and setting up medical requirements for the party (in times of economic stress one must avoid imposing upon parents the demands of extravagant expense, something which may decide many teachers not to instigate a holiday at all), setting up medical facilities (it is circular to parents at a very early stage concerning enuresis or chronic asthma can prevent later disappointment and antagonism) which within the ILA must be carried out within 24 hours of departure.

Unquestionably, the leader should make a preparatory visit to the area in which bookings can be checked, walks explored, contacts cemented and the feasibility of 53-seater-coaches negotiating planned scenic routes investigated. A week or so we had called a parents' evening to present our programme of activities. It is worth while to flood your meeting area, perhaps the school library, with a wealth of Ordnance Survey maps and leaflets from the town tourist office. It is best to leave them with the feeling that there will be no lulls during the week when mischief may creep abroad.

We had decided early on when considering plans and costs to reduce our means of transport throughout the eight days. Although it does work, out perhaps £2 a head cheaper to hire on a daily basis in Wales (and there are some excellent hire operators in the area), assured reliability, on the one hand, and anxiety as to whether local companies would be as fastidious in their timekeeping were decisive factors. Many schools have a regular coach company for sporting occasions and we were fortunate to have a driver who largely acted as a fifth member of staff when needed.

No journey can pass without drama. For us the only "panic period" of the holiday was over heating on the M4 just short of the Severn Bridge, not three hours after our departure from a bright but misty metropolis. For those travelling from the south and east the picnic area provided at this stoppage point is ideal; safe and easily supervised for the children to roam around photograph the estuary, even telephone home.

For older children (and ours were 12 to 15 years) a route up through the Welsh mining towns of How Green, Wye, My Valley atmosphere would be rewarding educationally, and for 16-year-olds and above the Coal Board are most helpful in arranging surface or underground tours. We pressed on through the pattern of delightfully picturesque mid-Wales villages, under Sugar Loaf mountain and past Aberystwyth, until arriving after a day's incredibly but not one single case of sickness for all our buckets and bags.

Our home to be for the next week had in 1820 been a coach house attached to the local Pump Rooms which, with its mineral springs, was the focal point of the town developed into a reputable spa before the Joseph Alwyn organisation recently took it over as a field studies centre. In its first year of operation (1974) parties had only the benefit of newness of carpets and bedroom furniture (Cushionals quilts are used), but

a year on, following recommendations from group leaders, extensive fire preventive measures had been carried out, a superb indoor heated swimming pool constructed, games rooms enlarged, and more with training college students in mind, a resources room introduced.

In week weeks there can be upwards of 200 children at Rock Park, and as we experienced such a period it is pleasing to report that at no time did we feel the "entertainments" were stretched.

First evenings are always ones of energetic and over-excited probing, meeting the new neighbours, trying out the pool or the discos which were run each evening under the supervision of leaders from different parishes. At this stage it is worth while to mention that sports equipment and organization by resident staff were not all they might have been, but we were well armed with bats and balls and lively staff to cover such eventualities.

Our first day was a necessarily unrelaxing one after the exigencies of a hot coach the day before and so we set about examining the spa, sending cards to parents, investigating what turned out to be the number one attraction for our kids in Llandrinod Wells—the boating lake with its smiling and obliging boatman—and in the afternoon a five-mile round walk taking in the golf links which dominate the town and a "plantation walk", which led us over the remains of one of dozens of castles built in the thirteenth century during unrest in the Welsh Marches.

Each morning we set ourselves an hour's writing-up of the previous day's adventures, some map work of the place to be visited that day and discussion of relevant historical and geographical detail. A member of the geography department was invaluable here and an art teacher is a similar bonus; as it was, we had devised a folder of information on such things as the meanings of Welsh place names and including reproductions of Ordnance maps, and without exception the children, many of whom with desperate reading difficulties, responded both in their writing and drawing with genuine vigour and sense.

In retrospect, perhaps the most popular individual visit came on the Monday afternoon; having visited the British Wells cattle market in the morning and watched several children inadvertently bid for three prize heifers—our cassette recordings and photographs remain as proof—we made a short journey up to a farm run by a Mr Jones and his wife, who treated the children to a three-hour circuit from sheep-pens to milking parlour in full flood, with a full-spread table in the stable bar (empty in June) to round off.

The following day we visited the famed Devil's Bridge where the rivers Rheidol and Mynach fall over 300ft in a series of cataracts here we forsook coach and drove and travelled by miniature railway some 11 miles along the 23-inch gauge track precariously perched high in the Rheidol valley and thus providing breathtaking views not to mention heart-stopping moments when children insisted on pushing heads out of windows. The train took us to Aberystwyth and to sun-bathing afternoon on the beach.

In the same westward direction from Llandrinod and which we sought out as the mid-point of our stay lay a series of enormous hydroelectric power stations feeding from a jigsaw of extensive lakes; in one particular spot at hidden Cwmrheidol, a nature trail provided well worth following as it included seeing over an RHP station and a splendid picnic site looking over an intriguing fish-ladder. The Glas valley with its reservoirs (Cabs Coch, Pen-y-gwern, Craig Coch and Ciarwen) serving the City of Birmingham afforded further splendour.

continued on page 2



Roy Blatchford describes a visit to Wales made by children from Stockwell Manor School, London

We had decided early on when considering plans and costs to retain our means of transport throughout the eight days. Although it does work out perhaps £2 a head cheaper to hire on a daily basis in Wales and there are some excellent tour operators in the area, assured reliability, on the one hand, and prices would be as fastidious in their timekeeping were decisive factors. Many schools have a regular coach company for sporting occasions and we were fortunate to have a driver who largely acted as a fifth member of staff when needed.

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For older children (and ours were 12 to 13 years) a route to go through the Welsh mining towns of *How Green Was My Valley* atmosphere would be rewarding educationally, and for 16-year-olds and above the Coal Board are most helpful in arranging surface or underground tours. We pressed on through the pattern of delightfully picturesque mid-Wales villages, under Sugar Loaf mountain and past Aberpavey, until arriving after a day's interrupted but easeful travelling, incredibly with not one single case of sickness for all our buckets and bags.

Our home to be for the next week had in 1820 been a coach house stretched to the local Pump Rooms which, with its mineral springs, was the focal point of the town; the house had subsequently been developed into a reputable organisation recently took it over as a field studies centre. In its first year of operation (1974) parties had only the benefit of newness of carpets and bedroom furniture (Confidential quilts are used), but

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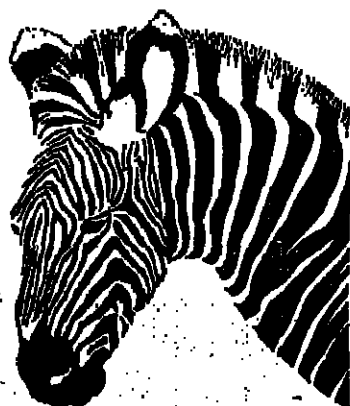
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FINE WARE

Gladstone the Working Pottery Museum by Pamela Cooley

From a district of North Staffordshire, in the upper part of the Trent basin, came—and indeed still comes—the finest British pottery. The six towns of Burslem, Hanley, Longton, Stoke on Trent, Fenton and Tunstall, known as the Potteries, were amalgamated as a municipal borough in 1910 and in 1925 became the city of Stoke on Trent.

It takes the city a long time to shake free from the reputation that made the Potteries synonymous with industrial smoke and grime; but fine Staffordshire ware is created by skill and craftsmanship, a proud heritage guarded by the Staffordshire Pottery Industry Preservation Trust.

The trust have recently restored an early Victorian pottery factory in Longton, the southernmost of the six towns, to create the Gladstone, a working pottery museum where visitors can see how a pottery factory works, from the cradle, through a variety of processes being demonstrated and visit galleries that display the development of the industry and the history of the city.

School parties are welcome at the Gladstone. They come at all ages; infant, junior and secondary. The museum so far, said Miss Moffitt Fox, the museum's education centre organizer, has been a preschool nursery group. Although she will gladly arrange guided tours, Miss Fox prefers teachers to take their own parties round. "If possible, I like teachers to come first, see the museum, talk to me and plan the visit", she said.

continued on page 39

visitor is urged to find, and sketch, a small white dog, a skeleton, a cradle, a ship with black sails. "Look carefully at the picture", she directs the student. If the gallery had to summarize their educational objectives in five words, this is how they would do it. Their strategies—talks, talks, games, workshops—are varied; their goal is, quite simply, to encourage looking.

Education services include private lectures, monthly workshop, holiday activities.

Contact Miss Christina Rowley, education officer, the National Portrait Gallery, Trafalgar Square, London, WC2N 0HE (01-930 8511).

National Portrait Gallery
Collection: famous faces in British history, from the fifteenth century to the present day.

Education services include talks—workshops—on specific themes, according to request; slide talks; holiday activities. New schools project: Samuel Pepys and his times.

Contact Miss Angela Low, education officer, the National Portrait Gallery, St Martin's Place, London WC2H 0HE (01-930 8511).

The Tate Gallery

Collection: British art up to 1850 (including Turner), and international art (including sculpture). Education services include: introductory talks on one or both collections; lectures/classes on specialist topics; film shows; automatic tape-slide lectures; public lectures; holiday activities. Special projects for this year: video-art exhibition (May), and activities for the blind (planned for October-November).

Contact Mr Terry Measham, assistant keeper, Department of Exhibitions and Education, The Tate Gallery, Millbank, London SW1P 4RG (01-828 1212).

Note: All teachers intending to take school parties should discuss the visit with their gallery contact first.



Potbank Yard c. 1895.

Children particularly enjoy the "making" shops and the opportunity to go inside the two Victorian bottle ovens—a biscuit oven and a glass oven—no longer in use but where the ware was once fired. They also hear something of the history of the city. This fascinates local children, whose parents still remember that a fine day in Longton was when you could see the

other side of the street and when folk used to warm themselves on the ladders round the side of the ovens. For older children wishing to make a more detailed study of the particular aspect of the industry, Gladstone has prepared a variety, including subjects like "the

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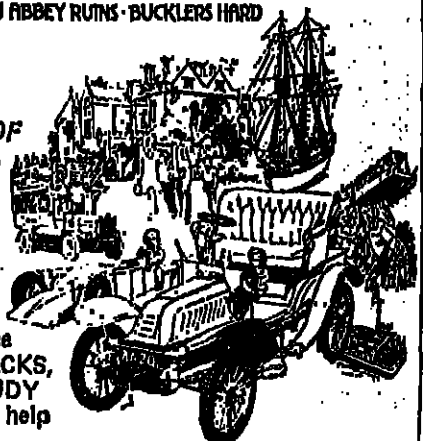
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WATER SKILLS AT RICHMOND

Owen Surridge on the Thames Young Mariners Base

Empty dormitories, modest fees, sailing or canoe training for those who want it and all within arms reach of London's heart—it sounds an unlikely story for the height of summer. Yet that is the forecast I found recently when I visited a quiet backwater known as the Thames Young Mariners Base at Ham Fields, near Richmond on Thames.

The near-idyllic stillness of the place does not extend to the week-ends, when members of nearly 150 organisations crowd the waters and the workshops are thronged with canoe builders and boat menders. Voice mariners crowd the lecture room to learn the theory of their craft, as do those in pursuit of instructor's certificates during

With dormitories capable of holding nearly 80 boys and girls, plus their leaders, a staff of qualified instructors, a boat builder, cooks, groundmen and administrative people—not to mention 55 canoes, nearly half a number of sailing dinghies and a couple of rowboats—it is hardly surprising that those responsible for the base feel some concern that it is lying idle for five days out of seven. They are being prodded, moreover, by the prospect of a large financial deficit in the coming year.

They are, therefore, adopting the tactics of the commercial world and marketing the surplus time and accommodation. The step is eminently sensible and a god-send for any organizer of school parties looking for a convenient and reasonably priced jumping off point for visits to the great metropolis or for instruction in the ways of water. Costs will vary with the requirements—somewhere between £16 a head for bed, breakfast and supper visitors, to £30 for those wishing to make some use of

the opportunities for learning water wisdom.

In charge of the Thames Young Mariners Base is Mr Owen Pursey, former petty officer, RN, and one of the Ocean Yacht Club's volunteer skippers. He was also at one time chief officer of the Food-royant, once a British man-of-war and the oldest still afloat; she was built at Bombay in 1817 and bore the name Trincomalee. She is used now by schools and youth groups as a base for adventure. Given that background it is to be expected that the Thames Young Mariners Base is a well-organized and controlled. "I don't expect a rigid discipline, Navy school style, here. That wouldn't go," he told me, "but in the nature of the exercise there must be some discipline. I don't doubt that he gets it—and in the nicest possible way."

One of the most stringent rules concerns bathing—it is not allowed. The reasons are not quibbling. "This is actually a flooded gravel pit," said Mr Pursey, "and the water is very deep. The sides are steep, too, and it is difficult to get out. To make things worse there are wrecks of barges on the bottom. So altogether it just isn't safe enough for swimming."

It took a drowning to push that last home. Anyone caught swimming just for the joy of it is heading for trouble.

This does not mean the young mariners never get a dip. In the manner of youth they have found a legitimate way round the prohibition, as Mr Pursey knows. "Sometimes on a hot summer day they will ask if they may do some capsize drill. Well, that's fair enough. They must know how to right a boat that has turned over and there is a proper drill for it. This must be practised but it is tightly controlled and everyone is wearing

a lifejacket, which is essential gear here for anybody on the water."

Barring 11-year-olds, all the secondary school age range are welcome to participate in water activities at the base provided they are under suitably qualified leadership. There are courses, too, for those who do not possess the necessary certificates. The staff at the base are willing enough to help and advise but there are too few of them to cope single-handed with large groups and, since they work through the weekends, they are entitled to time off during the week instead.

The Thames Young Mariners Base was founded by a charity known as the Thames Youth Venture, which was set up after the Second World War to encourage the use of the river. Apparently the Thames was a neglected playground immediately before the war, a state of affairs Richmond residents must find difficult to imagine now, when the idyllic swarms with pleasure boats every weekend.

There is occasional additional excitement. Impressively sturdy lock gates and a punt from bridge separate the river from the 11-acre stretch belonging to the base, and every so often film crews and television men descend on the place in search of atmosphere. I recognized the bridge, myself, having once seen a film showing a desperate group of paratroopers about it, apparently fighting for their lives. Now I know that I am indebted to peaceful Richmond for my vision of derring-do at Arnhem.

The base opened in 1959 and it is now run by a committee representing the county of Surrey, several of the London boroughs and the Inner London Education Authority, all of whom pay fees in strict accordance with their pro-rata use of the base. This development was the outcome of the original intention to make such places available to the youth of all London.

The scheme's originators would surely have approved the latest development, which will extend its hospitality—and make more readily available the joys of London—to youth from the four corners of the land.

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history of Staffordshire pottery". "Ways of making and decorating pottery" or "The social history of the Potteries"; or they may spend their time in the tile and sanitary ware galleries.

This is an unusual museum, in that they sell their wares not only in the museum shop but much further afield. As there is a great deal to see, one visit may not be enough and the museum has a season ticket system: for 35p each children are entitled to as many visits as they care to make in a period of about four months, running from the beginning of one term to the end of the next holiday period. With the ticket they may also use an upstairs workshop to make their own pottery—pois, tiles, animals at Saturday clubs.

When a party come to work like this Miss Fox prefers the teacher in charge to have some knowledge of the craft. The workshop can also be used for talks and discussions and day ticket holders (at 20p a time) may use the workshop for painting. The entrance fee for adults is 50p. There is also a luncheon room for parties who bring their own food. If given plenty of warning and a clear order the museum will provide sandwiches and tea or coffee.

This spring and summer, from March 10 to June 30, at a small extra charge the museum are presenting a special exhibition to coincide with ATV's 26-part serialisation of Arnold Bennett's Clayhanger trilogy. Set in the Potteries, which is immortalized as the Five Towns (he dropped Fenton), the novels reveal a great deal about the working life of the district. The exhibition will show how the television designers based their settings and costumes on authentic material. Visitors may also take a bus trip to "Bursley" scenes of the books.

Inquiries to Miss Muffi Fox, Centre Organizer, The Clayhanger Pottery Museum, Uttoxeter Road, Longton, Stoke on Trent ST3 1PQ (0182 319232).

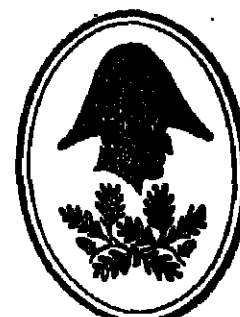
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For further information on educational visits and details of special group rates please write or phone: The Estate Office, Room TE, Stratfield Saye Estate, Stratfield Saye, Nr. Reading, Tel. Turgis Green 602 (on the Hampshire/Berkshire border)

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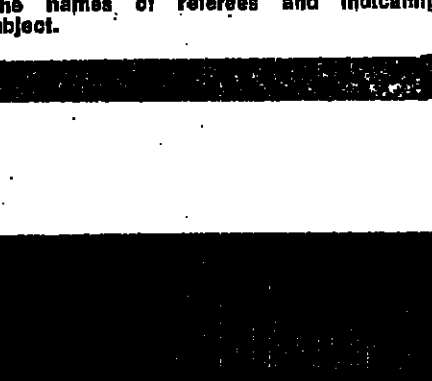
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TEACHER OF MATHEMATICS
I required for September,
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high school. Excellent
opportunity to gain experience
and progress in a dynamic
Courses for Mode III and
and for Mode III and
established. Computer Science
Statistics courses also exist.
first three years are taught in
English, Mathematics, and
material development and with
the department staff.
The post would be suitable
as a teacher with some experience
applications from students
their first appointment are
required.
Application forms and further
particulars (stamped address-
velope, please) from the

WILTSHIRE
NEVERSEA SCHOOL
NEVERSEA, Devon
Required for start of Summer
Autumn Term 1976 from 11 A.M.
onwards. The following are
temporary appointments to teach
in the following subjects:
Mathematics (specialist)
Work in a combination of
nursery and primary school
work. Computer Studies, to
help with a small group. The
following appointments are
made on a temporary basis
up to University entrance.
This will include computer
science for 1,000 hours
ages 11-18; 140 in sixth
form. The following are
Master, acting in the
Music, Drama, Dance of Ed
and Science, and in the
recreational and games
recreation.

WILTSHIRE
KINGSDOWN COMPREHENSIVE
SCHOOL
KINGSDOWN
(1,400 mixed)
Required for September: Tl
of Mathematics. There is

record of successful Maine
 teaching in the school, and
 Level III C.B.E. courses in
 Mode II) are well estab-
 lished. Courses in Computer Studies
 and Statistics are provided and
 Level work began last year.
 able candidates may participate
 in research in any of the
 Department's activities.
 Application forms and
 statistics are large (paper size
 envelope) from the Headmaster

CUMBRIA
EDUCATION COMMITTEE
16, GILBERT STREET, BELFRA
(Voluntary Aided)
11 to 18, Boys, (Non 360)
11 to 18, Girls, (Non 360) 1976,
of MODERN LANGUAGES
11 to 18, (Scale 2), French, or
Italian, or German.
Apply by letter, name
referred, to the Headmaster
of the school by
1.3.1976.

EAST SUSSEX
COUNCIL
WRIGHTON AID
PITCHAM FAWCETT H
BRIGHTON
11 to 18, Boys, Wrighton
11 to 18, Girls, Fawcett
Acquired September 1976

DEPARTMENT, Model 3.
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Headquarters, JMI-1 UNL

EAST SUSSEX
COUNTY COUNCIL
NEWCASTLE
SOUTH COUNTY SECOND
JMI-1 Head, Hove, Sussex
JMI-1 700
(Hill; 800 mixed)
Telephone Brighton 043631
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1970, 1971, 1972, 1973

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KENT

COUNTY COUNCIL

EDUCATION COMMITTEE

DOVER DIVISION

DRAW SECONDARY

Hill Road, Deal

(1,000 mixed on roll) ...

An experienced TEACHING

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SCHOOL
Field Hill, Batley, WF12
Required for September
as HEAD of MFL
LANGUAGES (Branle 50
qualified, experienced
to provide a full time
teach, French in the
A-level lessons
audio-visual methods
will prepare to assist
on-school activities
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Applications from the
mistress at the school.

NIRKHAM GRAMMAR SCHOOL, Kirkham, Preston, Lancs., has been granted a grant of £1,000 by the Education Department for the purchase of a new building for the school. The school is a voluntary aided school and is a member of the National Association of Public Schools. The school is a day school for boys and girls and is a member of the National Association of Public Schools. The school is a day school for boys and girls and is a member of the National Association of Public Schools. The school is a day school for boys and girls and is a member of the National Association of Public Schools.

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Kirkham, Preston, Lancs.
Tel. Kirkham 584246
Voluntary Aided 450 pupils
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required September 1976.
Firm and German
appointments for May, 1976
be considered. Responsibilities
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Applications by letter
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KIRKLEES
METROPOLITAN COLLEGE
BATLEY GIRLS' GRAMMAR
SCHOOL
Field Hill, Batley, WF12
Required for September
1971:
1. **LANGUAGES** (Scale 5)
qualified, experienced
teacher to teach
French to "A"
level. Experience
audio-visual methods
essential to assist with

[illegible]

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giving the names of two

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pupils, and situated near J
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a generous provision of au
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a developing craft area. A
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EDUCATION - ENGLISH
SCHOOL, Junction Road, Stock
 (1, Stockton 812381)
 September, 1978. a teacher to
 Department. SCALE - 3 post, for
 intensive school.
 could be experienced teachers, p
 pupils of all levels of ability.

Application may be made by letter obtainable from the Head Teacher. Applications by letter should state regarding education, training, qualifications with the names and addresses of referees. Application and completed application to the Head Teacher with a copy of this advertisement.

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to teach at all levels thro
Sixth Form College. A range of
'O' and 'A' levels and Comput
within the General Studies op
assistance with household removal
costs.
Application obtainable from the
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Application forms should be re
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Borough
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LES HIGH SCHOOL,
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HARD GREEN HIGH SCHOOL
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High School,
Berk. Bolton
(Educational 830 pupils)
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forms obtainable from

on, Education Offices, via
Bolton BL1 1JW, should be
iate Head Teacher at the
10 1978.

Gwent

County Council

Education Department

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- (e) **HISTORY/GEOGRAPHY**—Interests/qualifications in these or related subjects particularly with 11 to 16 age range.
- (f) **GENERAL ARTS**—Interests/qualifications in English and in associated activities an advantage particularly with 13 to 16 age range.

RASSALEG COMPREHENSIVE SCHOOL,

- 11-18, SIXTH FORM 200**
- (a) Graduate to teach **PHYSICS** and to share teaching to "O" and "A" levels. Scale 2 for suitably qualified and experienced candidate.
- (b) **TWO** teachers for **ENGLISH** mainly in the middle and lower forms but some examination work available for suitable candidates.
- (c) Teacher for **MATHEMATICS** mainly for lower and middle school, possibility of some examination work. Scale 2 for suitably qualified and experienced candidate.

BLACKWOOD COMPREHENSIVE SCHOOL,

- 11-16**
- (a) Graduate teacher for **MATHEMATICS** to "O" and CSE levels.
- (b) Teacher for **GIRLS' PHYSICAL EDUCATION**. Applicants from a recognized Physical Education College and advanced stage preferred.
- (c) **TWO** teachers offering either **GERMAN** or **LATIN** and sharing in the teaching of **WELSH** or **FRENCH**.

CAERLEON COMPREHENSIVE SCHOOL,

- SIXTH FORM** commencing in September, 1976:—
- (a) Teacher of **ENGLISH**. Graduate with successful experience of teaching to "A" level will be considered for position of second in Department. Scale 2 for suitably qualified and experienced candidate.
- (b) Teacher of **PHYSICS** and **PHYSICAL SCIENCES**. Graduate with successful experience of teaching to "A" level will be considered for position of second in Department. Scale 2 for suitably qualified and experienced candidate.
- (c) Teacher to join the Department of **THREE DIMENSIONAL DESIGN**. Knowledge of design and craft techniques in a wide variety of materials and of project technology teaching desirable.
- (d) Teacher of **MATHEMATICS** (Schools Mathematics Project) to CSE and "O" level.
- (e) Teacher of **GENERAL SUBJECTS** able to assist with **BOYS' PHYSICAL EDUCATION** and to help junior level with the following: **SCIENCE, MATHEMATICS AND GEOGRAPHY**.
- (f) Teacher, graduate preferred to assist with "A" level **PHYSICS** and **GENERAL SCIENCE**.
- (g) Teacher of **PHYSICS** and **GENERAL SCIENCE** to assist with Girls' Physical Education/Games an advantage.
- (h) Teacher of **COMMERCIAL SUBJECTS** to teach mainly Typewriting but with the opportunity to develop other aspects of the subject. Ability to assist with Girls' Physical Education/Games an advantage.
- (i) Teacher to assist with **RELIGIOUS KNOWLEDGE** and **GENERAL SUBJECTS**. Ability to assist with Girls' Physical Education/Games an advantage.

CALDICOT COMPREHENSIVE SCHOOL,

- 11-18 NEAR CHEPSTOW**
- This is a mixed Comprehensive School of 1,500 pupils housed in purpose-built premises including a Sports Complex.
- (a) Teacher for **MATHEMATICS** and **SCIENCE**. Successful candidate will be expected to teach to "A" level standard.
- (b) Teacher for **RELIGIOUS EDUCATION** and **GAMES**.
- (c) Teacher for **GEOGRAPHY** to all age levels and with interest in the teaching of **WELSH**.
- (d) Teacher for **FRENCH** and **LATIN**.
- (e) Teacher for **ECONOMICS, COMMERCE** and **ACCOUNTS**.
- (f) Teacher for **ART** and **CRAFT** with a special interest in Fabrics.

CHEPSTOW COMPREHENSIVE SCHOOL,

- 11-18**
- (a) Graduate to teach **ENGLISH** throughout the school.
- (b) Teacher of **SHORTHAND** (Pitman 2000), **TYPING** and **OFFICE PRACTICE** to CSE and RSA standards.
- (c) Teacher for **GENERAL SCIENCE** with some **GEOGRAPHY**.

RYNMAWR COMPREHENSIVE SCHOOL,

- 11-18**
- Graduate to teach **MUSIC** to "A" and "S" levels and offering General Subjects (English, Welsh, Geography) at lower school level.

CROESYCELOG COMPREHENSIVE SCHOOL,

- CWMBRAN**
- This is an 11 to 19 mixed Comprehensive School of 1,750 pupils Sixth Form 200.
- (a) Teacher for **BIOLOGY/GENERAL SCIENCE**. Ability to help with the teaching of **Rural Science** an advantage.
- (b) Graduate to teach **BIOLOGY** to "A" and "S" levels.
- (c) Teacher for **ECONOMICS/COMMERCE**. Ability to help with any aspect of **Business Studies** would be an advantage.
- (d) Teacher for **ART** mainly to Junior and middle school pupils. An interest in Batik and Fabric Printing would be an advantage.
- (e) Teacher for **GENERAL SUBJECTS** in the lower school, some experience of remedial work would be an advantage.
- (f) Teacher for **GIRLS' PHYSICAL EDUCATION** and **GAMES**. Ability to teach **MUSIC** to CSE level would be an advantage.

CWMARN COMPREHENSIVE SCHOOL,

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- Teacher, graduate preferred, to teach **HISTORY** up to "O" level.

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This school becomes a 14 to 18 Comprehensive School in September on reorganization.

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(b) Teacher for **MATHEMATICS**.

(c) Teacher for **BOYS' CRAFT** mainly Metalwork.

(d) Teacher of **HOME ECONOMICS** mainly Needlework.

(e) Teacher of **WELSH** and **RELIGIOUS EDUCATION**.

Application forms to be returned to the Headmaster of the Ebrw Vale Grammar School.

FAIRWATER COMPREHENSIVE SCHOOL CWMBRAN

- This is a new Comprehensive School housed in purpose-built premises including a Leisure Complex.
- (a) Graduate to assist with the teaching of **MATHEMATICS** with particular emphasis on Applied Mathematics at "A" level and to assist with "O" level and CSE examination work in the 4th/5th years. Interest in Computer Sciences desirable. Scale 3 available for suitably qualified and experienced candidate.
- (b) Teacher, graduate preferred, to share in the work of the **MUSIC DEPARTMENT**. Good pianist is essential with 1st, 2nd and 3rd years.
- (c) Graduate to share the teaching of **RUSSIAN** and to assist with the teaching of **FRENCH** within a well-established Modern Languages Department.
- (d) Graduate to share the teaching of **FRENCH** and assist with the teaching of **ENGLISH** within a well-established Modern Languages Department.
- (e) Graduate to share the teaching of **PHYSICS** to a full range of age and ability including "A" level examination.
- (f) Graduate to share the teaching of **CHEMISTRY** to a full range of age and ability including "A" level examination.
- (g) Teacher to help with the teaching of small groups and some classwork in the **REMEDIAL DEPARTMENT**.

GELLI CRUG JUNIOR COMPREHENSIVE SCHOOL,

- 11-14 ABERTILLY**
- (a) Teacher for **SCIENCE** throughout the school. Please state subsidiary subjects.
- (b) Teacher for **MATHEMATICS** and **ENGLISH** to Junior forms.

GLANYRAFON JUNIOR COMPREHENSIVE SCHOOL,

- 11-14 EBRW VALE**
- Teacher to be responsible for teaching girls' **PHYSICAL EDUCATION** throughout the school.
- Application forms should be returned to the Headmaster, Willowtown Secondary School, Ebrw Vale.

GLYNCOED JUNIOR COMPREHENSIVE SCHOOL,

- 11-14 EBRW VALE**
- (a) Teacher to assist in the teaching of **LANGUAGES** and **RELIGIOUS EDUCATION**.
- (b) Teachers to assist in the Department of Design preferably one for **ART** and the other for **CRAFTS** subjects.
- Application forms to be returned to the Headmaster of the Glyncoed Secondary School, Ebrw Vale.

HAFOY-YDDOL JUNIOR COMPREHENSIVE SCHOOL,

- 11-14 NANTYGLLO**
- Teacher to take **ART** throughout the school.

LANTARNAM COMPREHENSIVE SCHOOL,

- CWMBRAN**
- This is a new Comprehensive School housed in purpose-built premises including a Leisure Complex.
- (a) Teacher to develop the teaching of **WELSH** as a second language. This post requires above all a teacher with enthusiasm, drive and an imaginative approach to the subject.
- (b) Teacher of **COMMERCIAL** to assist in the teaching of Typing and Office Practice. A knowledge of Speedwriting would be an advantage.
- (c) Teacher for **MATHEMATICS** (scope for specialist work in the first two years. Some CSE work with later years also available).
- (d) **HISTORY** teacher required for mainly the lower school work and some CSE. Willingness to help in the running of a Junior library club.
- (e) Graduate teacher of **ENGLISH**. Willingness to assist in the library and to teach **MATHEMATICS**.
- (f) Graduate to teach **GEOLOGY** to "A" level and **GEOGRAPHY** to "O" level. Interest in Fieldwork and Geographical Techniques desirable.
- (g) **PHYSICS** graduate preferred to teach **PHYSICS** to a full range of age and ability. A level work is available for a suitably qualified candidate. A commitment to lower school Combined Science will be expected.

NANTYGLLO SENIOR COMPREHENSIVE SCHOOL 14-18

- Experienced teacher for full-time work with **REMEDIAL** pupils. Special Schools Allowance is payable.

NEWPORT BETTWS COMPREHENSIVE SCHOOL,

- (a) Teacher for **METALWORK**.
- (b) Teacher for **ENGLISH**.

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL,

- (a) Graduate to teach **ENGLISH** throughout the school.
- (b) Teacher for **GIRLS' PHYSICAL EDUCATION**. Applicants from a recognized Physical Education College and advanced stage preferred.
- (c) Teacher with interest and enthusiasm to teach all the basic subjects. An interest in the teaching of **WELSH** would be an advantage. Special Schools Allowance is payable.
- (d) Teacher for **GENERAL SUBJECTS** (Mathematics, Science and possibly some Geography) wholly in the first year.

NEWPORT LLISWERRY COMPREHENSIVE SCHOOL,

- (a) **TWO** graduates (Honours preferred) to teach **ENGLISH**. Scale 2 for suitably qualified and experienced candidate.
- (b) Graduate (Honours preferred) to teach **HISTORY**. Scale 2 for suitably qualified and experienced candidate.
- (c) Graduate (Honours preferred) to teach **GEOGRAPHY**. Scale 2 for suitably qualified and experienced candidate.
- (d) Graduate to teach **RELIGIOUS EDUCATION**. A graduate with a special interest in the teaching of **WELSH** would be an advantage.
- (e) Graduate to teach **BIOLOGICAL SCIENCES**.
- (f) Graduate to teach **ART** and **DESIGN**. Art College or College of Education Special qualification essential.
- (g) Teacher of **HOME ECONOMICS** or a Specialist College qualification in Food and Nutrition.

- (j) Craft teacher for **TECHNICAL STUDIES** with special interest in Project Technology/Design/Design Technology. Qualification in Design would be an advantage. Willingness to assist with Junior Latin, English or Girls' Physical Education would be a strong advantage. Candidates with experience might be offered a Scale 2 post.

NEWPORT QUEEN'S COMPREHENSIVE SCHOOL,

- (a) Teacher of **GERMAN** and **ENGLISH** to share the teaching of both subjects mainly in lower school.
- (b) Teacher of **TECHNICAL SUBJECTS** and **MATHEMATICS** to assist with both these subjects mainly in the lower school.
- (c) Teacher for **MATHEMATICS**. Suitable candidate could be offered examination work at appropriate levels.
- (d) **TWO** teachers for **ENGLISH** to share work in large and progressive department.
- (e) Teacher to work in Special Education Department with pupils experiencing learning difficulties. The post can be held with lower or middle school pupils according to qualifications and interest. Special Schools Allowance is payable.
- (f) Teacher for **COMMERICAL SUBJECTS** to assist with the teaching of **WELSH** and to assist with Girls' Physical Education would be welcome.
- (g) Teacher of **GIRLS' PHYSICAL EDUCATION**. Applicants from a recognized Physical Education College and advanced stage preferred.

NEWPORT ST JOSEPH'S COMPREHENSIVE SCHOOL,

- (a) Teacher of **MODERN LANGUAGES** to teach mainly French.
- (b) Teacher of **COMMERCIAL STUDIES** to "O" level and CSE Commerce, CSE Office Practice, RSA, and CSE Typewriting.
- (c) Teacher to join Design-Oriented Team working in Design, Craft and Technology Department in the areas of Jewellery and Silversmithing, Engineering, Metalwork, Vehicle Work, Forge and Foundry Work. Pupils are prepared for "O" and "A" level Design, Craft and Technology examinations along with other "O" and "A" level subjects.
- (d) Teacher for **RELIGIOUS EDUCATION** (Roman Catholic).
- (e) Teacher for **MUSIC**.
- (f) Teacher for **ENGLISH**. This is a temporary appointment for one year.

Further details and application forms obtainable from the Headmaster, Newport St Joseph's Comprehensive School, Tredegar Park, Newport, Gwent.

NEWPORT ST JULIAN'S COMPREHENSIVE SCHOOL,

- (a) Graduate to teach **GERMAN**. Initially the work will be confined to forms 1 and 2 but there may be an opportunity later for senior work. Ability to teach French desirable.
- (b) Graduate in **MATHEMATICS** to teach to "O" and "A" levels mainly in the upper ability band of year 1 and above. Sixth Form work available for suitable applicant. Scale 2 available for suitably qualified and experienced candidate.
- (c) **TWO** teachers to teach **SCIENCE** to first and second year children only, in a newly equipped department following the National Curriculum Science Course.
- (d) Teacher for **GEOMETRICAL AND ENGINEERING DRAWING, METALWORK AND WOODWORK** to CSE level.
- (e) **ENGLISH** teacher to teach the subject to year 2 and above to CSE and "O" level. Sixth Form work available for a suitably qualified and experienced candidate.

OSKDALE COMPREHENSIVE SCHOOL,

- 11-16, BLACKWOOD**
- (a) Teacher for **MATHEMATICS** to assist in the work throughout the school to examination level. Scale 2 for suitably qualified and experienced candidate.
- (b) Teacher for **MATHEMATICS**. Some work at examination level will become available later.
- (c) Teacher for **ENGLISH**. Some work at examination level will become available. Interest in slow readers would be an advantage.
- (d) Teacher for **HISTORY**. The successful candidate would be given an opportunity of examination work and be expected to make a contribution as a member of a team promoting Environmental Studies in the upper school and Integrated Studies in the first year.
- (e) Teacher for **BIOLOGY** to work mainly in the lower school initially. A suitable applicant will eventually assume responsibility for the teaching of **Biology** throughout the school to examination level. Assistance with Combined Science in the lower school at present will be an advantage.
- (f) Teacher to assist mainly with **METALWORK**. It is anticipated that a major contribution will be made to the Integrated Studies programme within the department to a person of wide and varied interests would be desirable.
- (g) Teacher to join the **HOME ECONOMICS DEPARTMENT** to assist mainly in the Needlecraft area. Needlecraft to "O" level, at recognized college standard. Ability to contribute within the Integrated programme in the upper school would be a distinct advantage.

PONTLLANFRAITH COMPREHENSIVE SCHOOL 11-16

- (a) Teacher for **MATHEMATICS** to CSE and "O" level. Scale 2 for suitably qualified and experienced candidate.
- (b) Teacher for **GENERAL SCIENCE** (scope for specialist work together with General or Rural Science or Schools Council Integrated Science).
- (c) Teacher for **MUSIC** to be second in Department. Active in choral and/or instrumental work essential.
- (d) Teacher for **ENGLISH** to CSE and "O" level. Active interest in Drama essential.
- (e) Teacher to be in charge of **LATIN/CLASSICAL STUDIES** to CSE and "O" level. Scale 2 or 3 available, subject to qualifications and experience.
- (f) Teacher for **BOYS' PHYSICAL EDUCATION**. Applicants from a recognized Physical Training College and advanced stage preferred.

RISCA COMPREHENSIVE SCHOOL 11-16

- (a) Teacher for **MATHEMATICS** throughout the school. Scale 2 for suitably qualified and experienced candidate.
- (b) Teacher for **DRAMA** as part of the Performing Arts Department. Successful applicant will be required to assist in teaching **ENGLISH**. Scale 2 for suitably qualified and experienced candidate.
- (c) Teacher for **REMEDIAL STUDIES**. Scale 2 post available for experienced candidate.
- (d) Teacher for **GENERAL SUBJECTS** in the Humanities.
- (e) Teacher for **ART**. Interest and assistance with Games would be an advantage.

ROSHAYWORTH JUNIOR COMPREHENSIVE SCHOOL 11-14 ABERTILLY

- Teacher for **ENGLISH** to teach subject to all levels of ability. Interests in Drama or Spoken English would be desirable.

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS

Headmistress: Mrs. J. H. Blackwell.

Applications for September, 1976, should be sent to the Headmistress, Nottingham High School for Girls, 100, Victoria Road, Nottingham, Notts. NG2 7JL.

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR BOYS

Headmistress: Mr. J. H. Blackwell.

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Science

Heads of Department

BERKSHIRE

READING

Applications for September, 1976, should be sent to the Headmaster, Reading School, 100, Victoria Road, Reading, RG2 7JL.

Other Posts on Scale 2 and above

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Other Posts on Scale 2 and above

READING

SECONDARY Science continued

LEICESTERSHIRE

THE HAUGHAM COLLEGE
Hull, Yorks. YO21 2JH
In the Leicestershire Plan for the restructuring of Secondary Education, 1976, the college is to be a comprehensive school for 1,200 pupils. It is a large, modern school with a wide range of facilities and a high standard of teaching. It is a member of the Leicestershire Education Authority.

LINCOLNSHIRE

THE HAUGHAM COLLEGE
Hull, Yorks. YO21 2JH
In the Leicestershire Plan for the restructuring of Secondary Education, 1976, the college is to be a comprehensive school for 1,200 pupils. It is a large, modern school with a wide range of facilities and a high standard of teaching. It is a member of the Leicestershire Education Authority.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG

YSGOL JOHN BRIGHT, LLANDUDNO
(Cylun 11-18; 1,380 o ddysgyblion)
Yn eilaau ar gyfer Medi, 1976.

(1) UWCH ATHRAWES

I fod yn gyfrifol am ddysgu blaenrwyd i ysgolwyr, dygwilydd y'r ymgeisydd llywyddannus ddysgu ydych chi fel 'A' level, hanner yf amser. Graddia Ddirwy Pennaeth (12).

(2) PENNAETH YR ADRAN GYMRAEG

(Graddia 3). Gyda dildordeb mewn dysgu Cymraeg fel ail iaith.

(3) ATHRO/ATHRAWES

Gyda chymwysrtau i ddysgu Ddeorath Adler (Graddia 1).

Fluriant cals i'w cael oddi wrth Swyddog Addysg Rhanbarthol, Haulfre, 8, Clement Avenue, Llandudno, Dyddiad cau—Mawrth 8ed, 1976.

YSGOL ABERCONWY, CONWY
(Cylun 11-18; 1,100 o ddysgyblion)
Yn eilaau ar gyfer Medi, 1976.

(1) ATHRO/ATHRAWES i ddysgu GYMRAEG A HANES

Gradd 1. Dylai'r ymgeisydd fod a gwirddordeb mewn dysgu Cymraeg fel ail iaith. Mae Labordy iaith yn ysgol. Bydd cyfl i'w gweth arholled mewn Hanes.

(2) ATHRO/ATHRAWES i ddysgu pyn-clau cyffredinol yn cynnwys MATHEMATICS, SAESNEG A DAEARYDDIAETH

I ddosbarthiadau cymysg eu gallu yn y dafr blyneidd gymat. Gradd 1.

(3) ATHRO/ATHRAWES i fod yn rhan o dim ADFER

Gradd 1. Yn y dyfodol agos agorir uned A.I.N. newydd yn ysgol.

Fluriant cals i'w cael oddi wrth Swyddog Addysg Rhanbarthol, Haulfre, 8, Clement Avenue, Llandudno, Dyddiad cau—Mawrth 8ed, 1976.

YSGOL UWCHRAED HOLYHEAD
(Cylun 11-18; 1,920 o ddysgyblion)
Yn eilaau ar gyfer Medi, 1976.

(1) PENNAETH YR ADRAN GYMRAEG

Rhaid wrthdded dda gyda phroffad mewn ysgol gyfun ar o ddysgu Cymraeg fel ail iaith. Graddia 3.

(2) PENNAETH ADRAN ADDYSG GORFFOROL

(Genethod). Dylai'r ymgeisydd fod a broffad blaenorol fel pennaeth adran. Rhifodd blaenorol i'w ymgeisydd gyda chymwysrtau mewn gwellgaraddau ailiaid. Graddia 2.

Fluriant cals i'w cael oddi wrth Swyddog Addysg Rhanbarthol, Haulfre, 8, Clement Avenue, Llandudno, Dyddiad cau—Mawrth 8ed, 1976.

MIDDLESEX
THE JOHN LYON SCHOOL
Harrow, Middlesex, Eng. H.M.C.; 450 pupils.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

MIDDLESEX

THE NORTH LONDON COLLEGIATE SCHOOL
Enfield, Middlesex, H.M.C. 711.
(Direct Grant) School (800 pupils)—Secondary Education.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

NORTH YORKSHIRE

NORTH YORKSHIRE GRAMMAR SCHOOL
Leeds, Yorkshire, H.M.C. 11 to 18.
A GRADUATE to teach BIOLOGY at 11 to 18. Ability to help with other subjects. Closing date: March 9th.

OXFORDSHIRE
BANTRY SCHOOL
Banbury, Oxfordshire OX16 9HA (H.M.C. 2,200).
REQUISITE required in September 1976.
Spec. under "Independent Schools".

OXFORDSHIRE

THE NORTH LONDON COLLEGIATE SCHOOL
Enfield, Middlesex, H.M.C. 711.
(Direct Grant) School (800 pupils)—Secondary Education.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

OXFORDSHIRE

HUNNY HON SCHOOL
Church Green, Wilney, Oxon OX11 1JG.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

OXFORDSHIRE
WHEATLEY PARK SCHOOL
Hilton, Oxford H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

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SOMERSET
SYDENHAM COMPREHENSIVE
Bristol, Somerset, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
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WILTSHIRE
WINDSOR COMPREHENSIVE
Reading, Wiltshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
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Spec. under "Independent Schools".

HERTFORDSHIRE
COUNTY COUNCIL
North Herts Division
HITCHIN HIGH SCHOOL
Hitchin, Herts. SG4 7JH.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

HERTFORDSHIRE

COUNTY COUNCIL
North Herts Division
HITCHIN HIGH SCHOOL
Hitchin, Herts. SG4 7JH.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

HERTFORDSHIRE

COUNTY COUNCIL
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HITCHIN HIGH SCHOOL
Hitchin, Herts. SG4 7JH.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

HAMPSHIRE
GOSPORT TAFEHAM AREA
Gosport, Hampshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

HAMPSHIRE

GOSPORT TAFEHAM AREA
Gosport, Hampshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

HAMPSHIRE

GOSPORT TAFEHAM AREA
Gosport, Hampshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

Scale 1 Posts
REDFORD
Redford, Hampshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

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Scale 1 Posts
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Redford, Hampshire, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

KENT
COUNTY COUNCIL
North Kent Division
DARTFORD SCHOOL
Dartford, Kent, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

KENT

COUNTY COUNCIL
North Kent Division
DARTFORD SCHOOL
Dartford, Kent, H.M.C. 1,000.
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North Kent Division
DARTFORD SCHOOL
Dartford, Kent, H.M.C. 1,000.
Required for September, 1976.
REQUISITE required in September 1976.
Spec. under "Independent Schools".

Scale 1 Posts
REDFORD
Redford, Hampshire, H.M.C. 1,000.
Required for September, 1976.
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Spec. under "Independent Schools".

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UPPER 1.50

BIRMINGHAM

HEAD OF FACULTY SOCIAL STUDIES

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September, 1976
MORETON SCHOOL
(Headmaster: R. Pask, B.A.)

Scale 4
Applications are invited from suitably qualified and experienced teachers for appointment to the above post in this new school due to open in September.

Application forms and further details available from Director of Education, Education Office, St. John's Square, Wolverhampton, W.V.2 4BS to whom they should be returned within 10 days of this advertisement (S.A.E. please).

STATES OF JERSEY EDUCATION COMMITTEE LE ROCQUIER SCHOOL

Headmaster: D. R. McGregor
(GROUP 8) MIXED
This new school is due to open its second phase of building (main block containing suites of rooms for each subject) and accept its second year intake of full range of ability children in September, 1976.

Required for September 1, 1976:
Head of Mathematics (Scale 3)
To be responsible for a thorough scheme of work suitable for the needs of children in a mixed ability teaching situation. Able and willing to guide all staff within the department.

Teacher Responsible for Music (Scale 2)
Scale 1, Posts
Two teachers of English.
Teacher of Technical Subjects.
Teacher of Home Economics (mainly needlework).
Teacher of French.
Teacher of P.E.
Teacher for the Environmental Studies Department.
Teacher of Science.

Application forms and details available from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, G.I., to be returned to the Headmaster of the school as soon as possible.

BOROUGH OF HARINGEY

NORTHUMBRIA PARK MIXED COMPREHENSIVE SCHOOL
Truvel Road, Tollerham N17 0PG
(New school). Roll 800 rising to 1,320 (1978). Telephone 01 801 0081.

Required for Autumn Term, 1976
The following posts become available from September 1976 in this rapidly expanding school which has committed itself to combining the best of 'old' and 'new' in education. Considerable emphasis has been laid upon individual standards, a carefully structured pastoral system and home/school/community development. A unique opportunity presents itself to teachers interested in contributing to an exciting educational development. Further detailed information available on request. The following allowances, additional to those quoted below, are payable to all teachers: London Allowance (£251), Social Priority Allowance (£201/£278).

ABOVE SCALE 1 POSTS
HUMANITIES: Assistant Head of Geography (Scale 2).
SCIENCE: Head of Biology (Scale 2 or 3).
MATHS: Mathematics (Scale 2).
DESIGN: Head of Art (Scale 2 or 3).
Head of Textiles (Scale 2).
Coordinator of Technical Drawing (Scale 2).

COMMERCE: Head of Commerce (Scale 2 or 3).
LIBRARY: Teacher/Librarian (Scale 2).

SCALE 1 POSTS
Posts available singly or in combination include: Mathematics, Science (all branches), Art, Textiles, Woodwork, Metalwork, Technical Drawing, Home Economics, Geography, Commercial Studies, European Studies, French, German, P.E. and Games.

Applications from teachers in training especially welcome.
Forms of application and further details (S.A.E.) available from the undersigned to be returned to the Headmaster as soon as possible but not later than Monday, March 15, 1976.

Removal expenses, 100 per cent allowed.
Chief Education Officer, Education Offices, Somerset Road N17 9EH.

R.E./CHILDREN'S VOLUNTARY WORK ADVISER

Applications are invited from priests to join the LINCOLN DIOCESAN EDUCATION TEAM

The person appointed will have special responsibility as Adviser in Religious Education/Children's Voluntary Work. This post will be held in conjunction with the charge of a small parish near Lincoln. Salary on appropriate Diocesan scale plus expenses.

Full details and application forms may be obtained from the Diocesan Education Secretary at The Old Palace, Lincoln LN2 1PU. Closing date for applications 28th March, 1976.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

Divisional Education Officer Thanet Division (£6,396-£7,407)

The Thanet Division includes the attractive and interesting seaside towns of Broadstairs, Ramsgate and Margate. The Officer appointed will be the Principal Local Officer of the Education Department for this Division, generally responsible for the administration of the educational provision in the area, for the serving of managing and governing bodies and the Local Advisory Body for Education, acting within the terms of delegation laid down. Application forms and further particulars from W. H. Petty, County Education Officer (Ref. G/TES), Springfield, Maidstone. Closing date 22 March.

LONDON BOROUGH OF CROYDON

Appointment of

CHIEF INSPECTOR OF SCHOOLS

Applications are invited for the post of Chief Inspector of Schools. Applicants should have a good Honours Degree and appropriate experience as a teacher and Inspector or Adviser.

Salary: Southbury Range: Head Teacher Group 11, £7,944 to £8,568 plus London Allowance of £267 and car allowance of £248.

Particulars and application form may be obtained from the Director of Education, Taberner House, Park Lane, Croydon CR9 1TP.

Applications to be returned by Friday, 12th March, 1976.

Cambridgeshire

County Council EDUCATION DEPARTMENT

Adviser in English

(Salary Group 8 Head)

This is a new post, based at Peterborough, designed to strengthen the Authority's positive response to the Bullock report. Applicants should have appropriate qualifications and experience for advisory work in English and language development in primary and secondary schools. The post is likely to involve a substantial contribution to a growing programme of in-service education.

Further particulars obtainable from Chief Education Officer, Shire Hall, Cambridge CB3 0AP, to whom applications should be made within three weeks of the date of this advertisement.

ADMINISTRATION Local Education Authority continued

DUDLEY (Metropolitan Borough)

DEPUTY CHIEF OFFICER £12,550 to £14,100
Candidates should preferably have a degree in Education or a similar qualification. Experience in a Local Education Authority is essential. The post involves a wide range of administrative and supervisory duties. Applications should be sent to the Director of Education, Dudley, 10, Victoria Road, Dudley, B15 2JF. Closing date 10th March, 1976.

GLoucestershire EDUCATION COMMITTEE AREA OFFICIALS

Area Official £12,550 to £14,100
Promotion within the School Service. Candidates should have a degree in Education or a similar qualification. Experience in a Local Education Authority is essential. Applications should be sent to the Director of Education, Gloucestershire, 10, Victoria Road, Gloucester, GL1 2JF. Closing date 10th March, 1976.

LANCASHIRE EDUCATION COMMITTEE SPECIALIST CAREERS OFFICER

Specialist Careers Officer £12,550 to £14,100
Applications for this post are invited from persons with a degree in Education or a similar qualification. Experience in a Local Education Authority is essential. The post involves a wide range of administrative and supervisory duties. Applications should be sent to the Director of Education, Lancashire, 10, Victoria Road, Lancaster, LA1 2JF. Closing date 10th March, 1976.

City of Manchester Education Committee

Senior Inspector for Special Education

Salary: Burnham Head Teacher Group 11 (£7,944/£8,568)

Assistance with removal and associated expenses.

Essential car users allowance.

Vacancy from 1st April 1976.

Application forms and full particulars from: The Chief Education Officer (E27), Education Office, Crown Square, Manchester M60 3BB.

Closing date: 12th March 1976.

Leisure Services project officer

(Interpretative plan for Nottinghamshire) £4,230-£4,992

As a result of the withdrawal of the appointee, this post is being re-advertised. This is a two year experimental project sponsored jointly by the Countywide Commission and Nottinghamshire County Council. The aim of the project is to co-ordinate the provision of interpretative services and facilities in the County and to gain experience of interpretative planning which will have more general application in other counties. Applicants should have relevant professional experience and preferably a suitable degree and/or similar qualifications. Assistance will be given with the expenses incurred in moving house in accordance with the Authority's Scheme.

Application forms and further details are available from the Director of Leisure Services at County Hall, Nottingham NG1 6BE extension 101. Closing date for applications 8 March, 1976. Please quote ref: 145.

Nottinghamshire County Council

County Hall West Bridgford Nottingham NG2 7AE

ADMINISTRATION Local Education Authority continued

LONDON

INNER LONDON EDUCATION AUTHORITY

CAMBERWELL SCHOOL OF ARTS AND CRAFTS £12,550 to £14,100
Candidates should have a degree in Education or a similar qualification. Experience in a Local Education Authority is essential. The post involves a wide range of administrative and supervisory duties. Applications should be sent to the Director of Education, Inner London Education Authority, 10, Victoria Road, London, EC1A 2JF. Closing date 10th March, 1976.

STUDENT SERVICES OFFICER

Salary: £12,550 to £14,100
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